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ABSTRACT

In five parts, this workbook provides training materials to enhance the effectiveness of headteachers in the process of managing school staff. The workbook's twofold purpose is to develop headteachers' knowledge about staff management matters and develop their skills in the management of interpersonal and group relationships. The training materials presented here should be used with the handbook, "Managing Staff in Schools," and reflect the themes explored in the handbook. The workbook covers the following topics: the legal framework of employment, staff planning and staff development, staff communications and decision-making in the school, coping with individual and collective grievances, and maintenance of the code of staff conduct. (JAM)

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MANAGING STAFF IN SCHOOLS

Training Materials

Geoffrey Lyons and Ron Stenning

EA 021 063

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Managing Staff in Schools
Training Materials

Managing Staff in Schools
Training Materials

Geoffrey Lyons and Ron Stenning
with John McQueeney

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Contents

Acknowledgements 7

Foreword 9

Part One: Staff Planning and Staff Development

A *Course Members' Notes* 13
1 The Headteacher's Philosophy on Staff Management 13
2 Sources of Information 17
3 Job Descriptions 25
4 Introducing Staff Review: A Case study 27
5 Redeployment: A Headteacher's View 108
6 Cutbacks: Comment from a Headteacher 109
7 The Issue of Succession Planning and Promotion Policies: The Views of Four Headteachers 110
8 Development Training and Counselling 111
B *Trainer's Notes* 114
1 Policies for Staff Planning and Institutional Led Staff Development, and the Headteacher's Philosophy 118
2 Sources of Information for Staff Planning and Development Purposes 119
3 Job Descriptions 122
4 Introducing Staff Review: A Case Study 124
5 Redeployment: A Headteacher's View 126
6 Cutbacks: Comment from a Headteacher 127
7 Succession Planning and Promotion Policies 128
8 Development Training and Counselling 129

Part Two: Staff Communications

1 The Dissatisfied English Teacher 135
2 After School Staff Meetings 139
3 A Clash of Meetings 141
4 A Chance Meeting Between the Head of Craft & Caretaker 144
5 Inadequate Cleaning of the Science Block 146
6 A Memo from the Caretaker 148
7 The Absence of Cleaning Staff in the Vacation 150
8 The Disclosure of Confidential Information 153
9 Distribution of Union Literature at a Parents' Evening 155
10 The Union's Parents' Evening 157
11 The Strike Committee's Letter to the Examination Board 159

Part Three: Individual Grievance

1 School Secretary *v* Caretaker 163
2 Lab. Technicians: A Demand for Parity 165
3 Offset Litho Operator and the Use of Chemicals 167
4 The Headteacher's Instructions to the Caretaker 169
5 The Caretaker's List of Unreasonable Instructions 171

6 The Caretaker's Working Day 173
7 The Head of Department's Sense of Humour 175
8 Incompatible Personalities 177

Part Four: Collective Grievance

1 Lunchtime Supervision & Secret Ballot 181
2 Cover Arrangements for Absent Staff: 4 Cases 184
3 Catering *v* Caretaking Staff 189
4 Caretaking Staff *v* The LEA 191
5 The Cleaners' Work Practices 194
6 Impending Strike: Headteachers' Memoranda A, B and C 196
7 Liasing with Parents: A, B and C 206
8 Lobbying of Parents by Staff 213
9 The Deputy Head on the Picket Line 215
10 The Strike & The Saga of the Deputy Head 217
11 The Deputy Head and the Examination Guides 221
12 The Use of School Facilities During a Strike 223
13 The School Trip and the Suspension of Strike Action 225
14 Saga of the Alternative Heating Arrangements 227
15 The Intervention of the Press 230
16 The Picket Who Returned from Maternity Leave 232
17 The Picket Who Lay Down in Front of a Lorry 234
18 The Parked Car 236
19 The Headteacher Turned Oilman 238

Part Five: Code of Staff Conduct

1 The Recalcitrant Teacher and the 'O' Level Physics Class 243
2 The Unpopular Member of Staff 247
3 The Head of Department Who Took Time Off 251
4 The Incompetent Teacher Who Could Not Recognise the Problem 254
5 Two Members of Staff and the Attractions of the Staffroom 256
6 The 'Absent Minded' Teacher 258
7 The Fighting Midday Assistants 261

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We also welcome the opportunity to express our thanks to Elizabeth French and Susan Woods who suffered our idiosyncracies without complaint and shared in the typing and general presentation of the manuscript.

Finally, we gratefully acknowledge the support of the Department of Education and Science who sponsored the project which led to the books. The responsibility for the text, however, remains entirely with the authors and it does not purport to represent the views or policies of the Department of Education and Science.

Foreword

The Training Materials stem from the belief that in the professional development of Headteachers and senior staff in schools, insufficient attention has been addressed to the knowledge and skills necessary for the effective conduct of staff management within the school.

There is a growing recognition among many of those responsible for running schools that a more systematic and professional approach to staff management is important, but the lack of appropriate training materials has hampered this aspect of management development for Headteachers and senior colleagues. These Training Materials have, therefore, been developed in response to the often muted, but nevertheless felt need of Headteachers endeavouring to cope with the staff management problems and issues which to a greater or lesser extent arise in schools.

While these Training Materials may be used independently it is strongly recommended that they are used in conjunction with the Handbook – *Managing Staff in Schools* – which they are designed to complement. The Handbook offers guidance on effective practice and covers the following topics:

- The Legal Framework of Employment
- Staff Planning and Staff Development
- Staff Communications and Decision- Making in the School
- Coping with Individual and Collective Grievances
- Maintenance of Code of Staff Conduct

The materials presented here reflect to a greater or lesser extent the themes explored in the Handbook and for convenience are assigned to the above headings, though their allocation is inevitably somewhat arbitrary. Indeed, employment law intrudes on almost all of the incidents, but to avoid elevating the legal aspects to a status which they do not merit the cases do not appear under Employment Law as such. This obviously cannot be ignored and where appropriate reference should also be made to the chapter in the Handbook dealing with legal matters.

Purpose of the Materials

The primary aim of the Materials and indeed the Handbook, is to enhance the effectiveness of Headteachers in the process of managing school staff. More specifically there are two main objectives which are to:

- develop Headteachers' knowledge about staff management matters, and
- develop their skills in the management of interpersonal and group relationships.

As presented, the Training Materials offer considerable scope for trainers

to set objectives in accordance with their particular circumstances, including most notably the perceived needs of the participants. It is strongly recommended that the objectives are clearly articulated and communicated to those invited to engage in the training activity before the event occurs. Care should also be taken to distinguish between objectives concerned with the acquisition of knowledge and those allied to the development of behavioural skills, though there is inevitably an overlap in practice.

The Use of Materials

The Materials can be used in a variety of ways in the light of the declared objectives. They may be used as a basis for a seminar where a small number of participants are invited by the trainer to discuss the issues arising from a given topic drawn from the package. Alternatively, they are suitable for use in a larger forum where the participants can be organised into groups with the task of identifying the salient issues and appropriate coping strategies subsequent to reporting back to the main body of members.

These approaches are conducive to participants sharing experiences and the acquisition of knowledge, but if the primary objective is to develop their personal awareness and behavioural skills, then the Materials should be adapted for use as simulation exercises to facilitate individual interaction and group negotiations.

Staff management cannot be separated from the wider management of the school and it is important to view the materials as an integral part of management development and use them accordingly.

Guidance for Trainers

The sheer volume of materials, and the different circumstances in which they may be used, does not permit the inclusion of detailed Trainer's Notes but some 'Issues for Consideration' are provided for guidance. Where appropriate these should be used in conjuction with written documentation produced by the LEA, including local collective agreements applying to the terms and conditions of employment of school staff, and, of course, the Handbook.

The 'Issues for Consideration' are primarily designed for discussion groups though trainers may find them helpful in devising other sorts of training activities such as those indicated above. If preferred, they may be distributed to the participants beforehand, but it must be stressed at the outset that they are NOT mutually exclusive.

Dissemination of the Materials

The publishers will make the Handbook and Materials available through their network. However, it is envisaged that both will be used by: agencies providing Headteacher training including LEAS; institutions offering courses in education management such as the Diploma in Management Studies (Education); and Headteachers conducting INSET for senior staff in their schools.

Part One

STAFF PLANNING AND STAFF DEVELOPMENT

A. COURSE MEMBERS' NOTES

1. The Headteacher's Philosophy on Staff Management

Headteacher 1

"The Headteacher's most important task is the management of staff and, contrary to the usual received wisdom, aims and objectives are not the starting point. The real starting point is an educational philosophy which is made sufficiently explicit for staff to be aware of it.

The making explicit of this philosophy has many facets:

* It recognises that teachers have a professional development need which co-exists with the inculcation of a feeling and understanding of what the school is about.
* The Headteacher has to create a management ethos in the school where staff can recognise that they are genuinely sharing the difficulties (and responsibilities) with the Headteacher.
* This (behaviour) must be stressful for the Headteacher, therefore he/she is vulnerable - the generation of trust between staff is a pre-requisite to successful action.
* There is always a tension between consultation, participation and the freedom to be professionals together. Professional responsibility is giving (up) as well as taking professional freedom. Once again this freedom to be professionals together needs trust between staff.
* If staff are holding a management position they need a framework to discuss/judge their work or behaviour against. Note - a framework, not a person.

* This philosophy (hence managerial policy) must be explicit throughout the school and the staff must be aware of it. For example, if it is a 'comprehensive' curriculum for pupils, then it must be for staff. They must have contact across the full width of the school.
* All decisions must take place within the framework of these managerial policies, and that includes matters relating to staff - the jobs staff do.
(NB Probationers should be excluded from some of the demands made upon experienced staff.)"

Headteacher 2

"I see a staff development programme as being an integral part of the overall development of the school, but because of its 'apparently' threatening nature, it's essential that staff have some control, that they can if they choose 'opt out' of those elements seen as most threatening. The involvement of staff in the running of the school is vital. Consultation and communication must be achieved correctly, and frequent meetings to ensure this are probably the key factor. The school has to work as a team rather than as a hierarchy.

I hold the responsibility for staff development since the overview of curriculum, staff development and future development of the school are still possible for me to undertake (approximately 50 full-time staff), although I admit that this might not be feasible in a bigger school.

In practice there are two basic approaches that I make to the individual. The first is that new members of staff fill in a staff form and this provides the basis for our initial discussions. I hope that I can continue to update this form at yearly intervals at least. This goes into the teachers' file,

which is kept in my office. The second approach is my annual meeting with each Head of Department/Head of Faculty. In the light of reviewing their curricular proposals, departmental staff performance, resources available for next session and so on, it is natural and right that we should talk about the development of the Head of Department himself/herself, what he/she views as strengths and weaknesses and how we might help. After this discussion is satisfactorily completed, then the Head of Department reports back to the members of the department any relevant decisions, and invites them to make appointments for individual meetings with me - if they so choose. In the light of likely continued contractions of school size, the planning of an individual's future, in terms of the organisation's development plans, and the training of the individual before he/she undertakes a new task or a new role, are vital."

Headteacher 3

"My style is not comfortable. My view is that we are all supposed to be professionals. Staff should not come to me and say I have got problems... and they can't say the system is wrong. I am very old fashioned and authoritarian. The more democracy that comes into the management of the school, the less efficient it will be. There is too much reliance on intuition in the system, too much reliance on people and not enough emphasis on systems which the majority of people need. People are not purposeful.

I learned most from my first Head. I joined her when she created four secondary moderns into a comprehensive. It was a difficult task but I learnt a lot about staff management. She said my biggest fault was my willingness to understand frailty amongst teachers! If a teacher cannot do what they have been trained to do, they are more problem than they are worth.

I inherited a teacher - he's neurotic, introverted, a nice guy but he has no right to teach in a comprehensive school. I have to keep him mainly in lower school. He is coming to tell me tonight he wants to leave. I will tell him that teaching is not for him. There is another member of the same department that I am seeking to get rid of. I was told when I was a middle manager that you can't get rid of teachers. It's not true - I have got rid of six in ten years. How? By imposing upon them an expectation. You work hard at guiding them, giving them advice, therapy sessions, show them how to give lessons, you do all you can. They either respond and become professional or they are out.

In general, the most important thing is that I am a manager of a school. My job is to make it possible for people to do their jobs... you can't be a Headteacher of a comprehensive school of 1500 and run it the same as a school with only 400 pupils. There is no point in having three Deputy Heads if I am going to get involved with details."

2. Sources of Information

a. The check list

The most important of the Head's many functions in running a school is a monitoring and development role. Here the overall effectiveness and efficiency by which the school performs its tasks and achieves its goals is kept constantly under review, and where a need for change is identified, then steps can be taken to put this in hand. Suffice it to say that the staff of the school are probably its most important resource; thus all matters appertaining to the use, deployment, morale and development of staff are crucial to the effectiveness with which the school undertakes its work. The planning of staff use, and the training and development of staff to enable the school to achieve its goals through institutional led staff development, are therefore amongst any Headteacher's key responsibilities. In turn the discharging of these responsibilities must depend upon the quality of information on staff matters available to the Head and the interpretation given to the information upon which potential strategies and courses of action are based.

The Headteacher has access to information on staff from a wide variety of sources, and the quality and the amount of information available to the Head may appear bewildering. This he/she collects, weighs, balances and sifts, and then finally decides on its worth as a basis upon which to take informed action. The information itself will vary from the impressionistic to what might be described as 'hard data', and in turn the information will reflect the substance of its source which may vary from LEA policy to pupil rumour. Some forms of information are immediately available, whereas others may only be obtained after a decision is taken that it should be collected and the inevitable expenditure of resources agreed.

Identified below as exemplars are some of the wider sources of information which are available to the Head. All can make significant contribution to staff planning and development if interpreted and used appropriately. The Head should consider and add to the list other sources of information considered of importance.

* The job satisfaction of staff may be gauged from the staff appraisal programme, from staff turnover and from the level of staff absence.
* Records of disciplinary action against individual members of staff, and of individual and collective grievances, may reveal trends if the information has been kept for some years.
* Information may emerge from a process of school self-review.
* Information will be gained from the responses of staff, pupils and parents to organisational and curriculum initiatives/and or proposed change, e.g. enthusiasm for membership of working parties and attendance at meetings where proposed changes are discussed.
* Success of staff performance may be gauged by attractiveness of departments and subjects to pupils and parents at times of option choices, success rates in local and national examinations, take up by pupils of places in employment, youth/ vocational training, HE/FE etc.
* Information will result from discussions with individual members of staff which may have been formally arranged or have occurred on an informal or ad hoc basis.

* Information is available from an annual planning review conducted between the Headteacher and the LEA, e.g. as revealed in correspondence to agree staff planning/development action between school and LEA.

* Those matters relating to staff that arise directly from changes in the LEA's curriculum policies/ projected policies for 11-16 education and 16-19 education give useful information.

* Projected staffing ratios and projected resource levels are important items of information.

* Matters relating to staff arising from reports of inspectors and advisers should be noted.

* LEA 'manpower' forecasts on the types of teachers it will recruit, train and promote resulting from (1) a 'manpower' survey and (2) the LEA's published in-service training policy should be noted.

* Current redundancy, redeployment and recruitment policies, as available from policies negotiated between the LEA and the unions, are sources of information.

Reports or comments impacting on staff matters also arise from:

* governors, e.g. at governors' meetings, or from individual governors;

* parents and parents' organisations, e.g. either reported directly to the Headteacher or through the relevant parents' organisations;

* HMI reports, should these be available;

* local employers, e.g. via formal liaison committees, liaison staff or comments from individual employers;
* information arising from sources such as contributory feeder schools, or educational establishments at a tertiary level, or other educational institutions that the school feeds, e.g. via liaison staff or specially organised meetings etc.

b. The proforma: staff profile

The proforma provides the opportunity of collecting information suitable for inclusion on a teacher's personal file. This is kept in the Headteacher's office together with their letter of application, references and subsequent correspondence with the LEA, e.g. confirmation of employment, promotions and so forth. It is intended that page 2 of the proforma is completed at an annual interview that the Head would hold with each member of staff (staff on role 50), after an initial departmental review has taken place with the Head of Department.

Staff Profile

(Please complete page 1 of this form and return it to the Headmaster.)

Name _____

Address (Term)	(Holiday)
_____	_____
_____	_____
_____	_____
Phone	Phone .....

Date of Birth / / Age on appointment

Date of appointment / / Date of resignation / /

Appointment/Scale _____ Title _____

Promotions _____ _____

_____ _____

Personal Education

	Name of institution	Years
1. Secondary schools		
2. University/college		
3. Other		

Qualifications

1. A levels

Subject	Grade	Subject	Grade	Subject	Grade

2. Degree

Subject Main	Subject Sub.	Class	Hons./Ord.

3. Other _____

_____

_____

_____

Teaching Experience

	Name of school/LEA	Type	No. of pupils	B G M	From/ To
1.					
2.					
3.					
4.					

Other Full-Time Employment (inc. H.M. Forces)

Employer	Nature of Job	From/To

Staff Profile

Department _____ Specialism(s) _____

_____

Teaching Record

Classes taught

1977-8	1978-9	1979-80	1980-1	1981-2	1982-3	1983-4	1984-5	1985-6

Special activities or teaching developments

House

Groups (House Tutor)

1977-8	1978-9	1979-80	1980-1	1981-2	1982-3	1983-4	1984-5	1985-6

Special activities in House or School

Courses attended

Date	Duration	Title of course	Venue	Teachers grade A/E

Attendance (Absence/total)

	1977-8	1978-9	1979-80	1980-1	1981-2	1982-3	1983-4	1984-5	1985-6
Aut.									
Spr.									
Sum.									

Interests (Outside school)

c. A staff questionnaire: a Headteacher's experience

"When I first came here there was nothing in the staff records, not even the details of applications for posts. All I had was an informal briefing. So I sent out a questionnaire asking staff to complete it giving details of their qualifications and further experience, in-service training, courses attended and so on. They refused and threatened to make it a union thing. I realise now that my approach was wrong. The problem was that most of them had nothing to write on the questionnaire, they hadn't done anything."

d. Information from a staff survey

Information collected from the staff survey allowed me to document claims and assertions which I had been making but which I couldn't get staff to believe.

15% of staff have taught less than 5 years.

22% of staff have taught for 5-10 years.

50% of staff have taught for more than 15 years.

43% of staff have no prior teaching experience before appointment to this school.

40% have served this school for 15 years or more.

3. Job Descriptions

a. Headteachers' views

Here are some conflicting views expressed by Headteachers about job descriptions. They are put forward as a way of identifying values and attitudes presently existing in education towards the nature of teachers' and Headteachers' work. You should determine your own position on these matters.

* Job descriptions cannot be exhaustive.
* You have to consider the individual doing the job and tailor the description to him. There must be room for that person to develop and grow.
* The job description should concentrate on observable data, but what about those aspects of the job that are not easy to quantify or to put into words? No job is irreducible in this way.
* Is there any correlation between tight management control through job descriptions and the children being taught better?
* It is difficult to define professional behaviour.
* If you work to rule you can't be a professional man.
* It's a way of passing the buck. It's not specified in my job description therefore I don't have to do it.
* You have charters for barrack room lawyers and the rule book gets thicker every year.
* When it comes to it, the job description is negotiable.
* You help the job holder to understand the job discussing the job description with his superior.

* Management needs to spell out what the professional should do. It is about control.
* The job description must leave the Headteacher in charge.
* Do you add, 'and other such duties as the Headteacher may deem appropriate'?

b. Two Headteachers' views

"All teachers have job descriptions and I keep reviewing them all the time - even though it may not be used in any way, so that if a member of staff moves on promotion, I have his job schedule. Every member of staff has his file which is kept fully up to date. Teachers have read their references ... and their weaknesses are in their references - it's important for self analysis."

Headteacher

"There are no written job descriptions or specifications for members of staff. They were vague when I came and I never revamped them. I prefer to have an understanding that we work as a team. Also, with job descriptions there is the problem of specificity, you have to be sure you have covered everything. Anyway, people know more or less what they (and others) do within certain limits."

Headteacher

4. INTRODUCING STAFF REVIEW: A CASE STUDY

The Development of Staff Appraisal at Withywood School

CONTENTS

Acknowledgement 28

Introducing Staff Review 29
- Course Members' Brief
- The Case Study
  - Headteacher's position and role

Background and Development 32

Outline of the Scheme 33
- The portfolio
- The synthesis
- Final appraisal interview

Introducing the Scheme 36
- Headteacher's view
- Deputy Head's view
- Senior Teacher's view
- Reasons for participation: teachers' views

Operating the Scheme 41
- The role of senior management: some views
- The role of middle management: some views
- The use of information: some views
- Attitudes to self assessment
- Selection of nominated other

Evaluating others: some views 50
- Head of Department and Head of Year appraisals
- Appraising other teachers
- Classroom observation and assessment
- The final appraisal interview
- Time frame issues
- Follow up action taken

Reassessment of purpose and objectives 64

The future of the review process 69

Some operational problems for the school to consider in any future development of the staff appraisal programme 70

Documentation 72

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We wish to acknowledge our debt to the Headteacher, Mr. K. Morling, and to the staff of Withywood School, Bristol, for the help, the co-operation, and the time that they so unstintingly gave to us in the preparation of this case study. They did so in the belief that the production of training materials for the purposes of school administration is a worthy aim.

We would particularly like to record our personal debt firstly to Mr. "Rock" Salt, the Deputy Head, Staff Development, whose support, enthusiasm and encouragement made our task possible and our time at Withywood such a fruitful and enjoyable experience. Secondly, we wish to acknowledge our debt to Mr. Chris Queree, Senior Teacher, whose initial drafts underpinned the original development of the scheme at the school and whose efforts helped to see it implemented.

Introducing Staff Review

Course Members' Brief

You are asked to consider this case study from three points of view: Firstly, as a source of information about staff appraisal; secondly to assess from your own standpoint the strengths, the weaknesses and the worth of the staff appraisal programme being developed in this school, and to share this information with colleagues on the course; thirdly, to use the programme outlined here as a framework to identify issues which would be of concern to you in implementing, maintaining and developing a programme of staff appraisal in your own school. The following points are put forward as a help to guide your analysis. Determine:

* the objectives set for the staff appraisal programme;
* the inter-relationship existing between school policies and the criteria adopted for appraisal;
* the intended outcomes of the staff appraisal programme;
* the extent to which appraisal will provide key information for staff planning and staff development purposes at both school and individual levels;
* the monitoring of the effectiveness of the programme, and the future development of the programme;
* the maintenance of boundaries between staff appraisal and other management processes, e.g. consultation, communication and disciplinary processes;
* the reconciliation of operational difficulties, e.g. approaches adopted by pastoral and subject

departments, training for appraisal, confidentiality and access to information provided by staff appraisal, the backing of the unions, the involvement of reluctant participants and standardisation of approaches across departments etc.

For a further source of information, you are particularly referred to the section on Staff Appraisal in the chapter Staff Planning and Staff Development in the Handbook, and to the check list on page 65 of that chapter.

The Case Study

The scheme was developed and introduced by the Deputy Head (Staff Development) prior to the appointment of the present Headteacher.

Headteacher's position and role

"I am not actively involved in the scheme - it was set up before my arrival but I support it because I let it happen. I see the documents and give my approval.

I am trying to establish a presence in the school; to develop a framework from which you can get staff involved in the management of change and staff appraisal is part of that. It links in with part of the self development process. I want to try and restructure the curriculum and staff development underpins that process - to get them ready, to prepare them for change."

The Deputy Head is carrying the load. He is the only one at the moment who can do the synthesis and bring together the views of all those involved in the review of an individual teacher. Informally he keeps me abreast of what is going on."

"There are two other teachers involved in the review process. Another of the Deputy Heads and a senior teacher. There is another senior teacher who has the capability to be involved. As the scheme develops she, we hope, will become involved.

Background and Development

The purpose of the staff review is to improve the quality of the education offered to pupils in our school. The scheme has two aims: it focuses on the contribution of the individual teacher; first it aims to identify good practice, praise it and share it with others; second to identify weaknesses and areas in need of improvement. Improvements may be made by selecting colleagues most able to help, providing better organisational support or a combination of both.

"The scheme is not important in itself, it is its contribution to the overall climate of the school that is important.

The paramount concern is for the children in the school. To make things easy for them you have sometimes to say abrasive things to the teacher.

The scheme started with probationers - minimum of 2 observations per term. When I first introduced it here I had 35 Heads of Department going for me because I insisted on observing probationers teaching in their classrooms. Now I have built it into the system though there are still personality and system faults. I also got Heads of Department to go into classrooms. I saw people not achieving because they were not doing things properly and no one was telling them how to do things better.

I observed lessons from a classroom management viewpoint and persuaded Heads of Departments I needed their expertise to observe from a subject specific viewpoint. Once a few Heads of Departments were persuaded to observe lessons others began to follow. I suppose the introduction of observation of probationers was thus introduced by the backdoor.

Deputy Head

Outline of the Scheme

The portfolio

The scheme is based upon a portfolio which is given to the teacher to be reviewed. The portfolio consists of four forms:

A Self Assessment Form - to be completed by the teacher and submitted on completion to the Head of Department.

A Colleague Report - the colleague to be selected by the person undergoing review.

A Head of Department Report - to assess the performance of a colleague and discuss the Report with that person.

A Head of Year Report - normally considering the person's performance as a tutor. Under some circumstances, e.g. the review of an Assistant Yearmaster, this report will be of greater significance than the Head of Department Report.

The Self Assessment Form is divided into three parts. The first part consists of a list of statements where the teacher has to assess his or her performance and contribution to the school on a five point scale ranging from 'exceptional' to 'unsatisfactory'. The criteria cover such things as attendance, punctuality, homework marking, attendance at meetings, lesson preparation, communications with superiors and subordinates, classroom practice, evaluation of advice and support of colleagues etc. In the second part the teacher identifies his or her greatest strengths and weaknesses, difficulties etc., and identifies a list of short and long term objectives (over one and five years respectively). In part three, the teacher tries to identify immediate needs, ways of improving classroom performance and the people in the school he or she feels could best help them.

The Colleague Report aims to identify the person's strengths and contribution to the school; what aspect of their work needs to be improved the most; and how the teacher could be best used, developed and helped by the school.

The Head of Department's Report is divided into two parts. Part 1 provides a list of statements about the teacher's performance which the Head of Department has to rank on a five point scale ranging from 'exceptional' to 'unacceptable'. The criteria used are similar but do not exactly parallel those on the Teacher's Self Assessment Form. In Part 2, the Head of Department rates the teacher's greatest achievements and successes in the previous year, comments on notable weaknesses and suggests remedies; identifies short term goals for the teacher; suggests how the Head of Department could directly contribute to the teacher's development.

The Head of Year's Report is similarly divided into two parts, but focuses instead upon the teacher's performance and role in terms of his or her personal contribution.

Proformas for the Appraisal of Head of Departments, Heads of Year and senior management are to be found along with the other documentation at the end.

The synthesis

When all the forms in the portfolio have been completed they are forwarded to a senior manager who reviews all the documentation and brings together the final elements which will feature in the final appraisal interview. Appraisal is done by Deputy Heads and senior teachers (although Deputy Head (Staff Development)) does the majority.

"The Deputy Head is in overall charge and has the overall view. He makes sure the action plan is realistic and can be carried out."

Final appraisal interview

The final appraisal interview is based upon the review and synthesis done by the senior manager. Although originally the person who did the final appraisal was allocated, now the teacher being reviewed can select any of the three senior members of staff they feel most appropriate.

Introducing the Scheme

The staff review scheme developed from the system used for the appraisal of probationary teachers.

The introduction of the scheme can be divided into three phases:

1. the extension of the scheme to the review of the performance of newly qualified teachers;

2. the pilot programme which focused on established teachers in these departments;

3. the extension of the pilot programme to include a review of the Heads of Departments.

The scheme is still being developed and will be extended to Heads of Year, Senior Teachers and Deputy Heads.

Headteacher's view

"The scheme was introduced by the Deputy Head. He got overall agreement with the departments that volunteered to be involved in the pilot programme. Now we are through that phase and are able to approach the non keen departments. We also had a teacher who had a problem with his Head of Department. We persuaded the Head of Department and the teacher concerned to go through a review. We used it - instead of the grievance procedure - as a mechanism to identify the problem. The teacher was initially resistant. Now, however, he agrees that review seemed to help."

"The unions did nothing to resist it because this is a one-off school."

Deputy Head's view

The scheme is purely voluntary. However, I would not have attempted to introduce it through a staff meeting otherwise it would never have got off the ground."

"When the scheme was introduced a call for volunteers to participate in a pilot scheme was put out. We wanted a cross-section - probationers, Scale 1 teachers, etc. Three departments volunteered. We nedged those who expressed an interest. The Senior Teacher involved in the development of the scheme spoke to them and approached them first to explain the reasons and details behind it. Although we asked for volunteers, later some people became upset because they were not approached and asked initially. Now people see it as a privilege and are asking for an appraisal. The result is that it takes six weeks to complete the cycle from handing out the portfolio to the final appraisal interview.

The original scheme involved classroom observation - both ways between the teacher and the Head of Department. Two people observing each other as part of a mutual private contract. We talked to the union representatives individually. One of the union representatives was almost the first to be involved in the scheme."

Senior teacher's view

"My role was to explain the scheme to the departments who had volunteered; check and agree the objectives and goals; solve any nagging doubts; progress the scheme through and negotiate with others on teacher's behalf. Also to provide a choice of person to do the final appraisal.

Reasons for participation

Teachers' views

1

"I see it as an extension of the monitoring of probationary teachers. I was used to that and did not mind at all. The only difference was that you asked others and you asked yourself. I did not find it a strain because I had just come straight from my probationary year."

(Scale 1 teacher)

2

"I think it should be compulsory. Here, they have stressed its voluntary nature. We need more accountability. I knew there was a review for ordinary staff. I volunteered as a Head of Department because I was asked to by the Deputy Head."

(Head of Department)

3

"I was asked to become involved after I was here six months. I was not worried about being observed. I feel that it might become more difficult if one got out of the habit. In my department, teachers wander into each others rooms - when their own class is working hard - on an informal basis."

(Probationary teacher)

4

"The department was approached by the Senior Teacher to participate in the scheme. The department talked about it informally and agreed. The department was chosen, then asked to volunteer. Following the exercise we were involved in revamping the portfolio."

(Head of Department)

5

"We were singled out and asked did we mind. Here, it is very territorial between departments. The ones who volunteered thought it was a good idea, the others resisted. As the pilot scheme ran, people asked to be included."

(Head of Department)

6

"I agreed to participate in the scheme because I am a friend of the Deputy Head. He introduced the idea at a meeting of Heads of Department. Later it was discussed by the department who agreed to participate. The people who were interested were approached as a group. It would have been more difficult if we had a lot of older members of staff. The way you put it over is very important indeed - it's not just telling a teacher what to do. Teachers are very insular. However, I did not mind, although, if someone comes to you it changes the climate."

(Established teacher)

7

"Staff review has to be voluntary until you can build it into the system. But first you need to give staff a chance to observe what happens. You have to explain that it is more than just checking up. In teaching it is difficult to assess what you achieve. The assessor needs to understand the school. It is very difficult for someone outside the school to appraise."

(Established teacher)

8

"I have appraised the two staff in my department and am in the process of being appraised. My initial involvement in review was with a teacher in the year after she finished her probationary year. I had seen the Deputy Head's previous reports. I found the review easier, I am sure, because I

have two very good teachers in the department. Had it been a bigger department with weaker teachers it would have been more difficult to confront a teacher with their weaknesses."

(Head of Department)

9

"The department volunteered. The Senior Teacher came along to a meeting and outlined the purpose of the pilot scheme. I was fairly apprehensive; more suspicious than the others but went along with it. The way it turned out I felt I benefited from it."

(Established teacher)

10

"I asked for an appraisal before the pilot scheme for departments was introduced. I went to the Deputy Head. My feeling was that it should have been done earlier. I found it valuable. It could be that good things will come out of the scheme but it is not going to solve the problems of the weaker teacher. There is not much you can do with the weak teacher in a position of responsibility - you might inhibit their career prospects - but nothing can be done. A certain amount of criticism can help but you cannot change people's personalities."

(Trade union representative)

11

"A lot of people who are involved are looking for promotion; the others are those who are uncertain about what their position is in the school. Also, there are some members of staff who might have a problem and then whoever does the review has to have sense enough to persuade them to go and see other members of staff for advice. It also has to be confidential; and to instil that failure is not personal."

(Established teacher)

Operating the Scheme

The role of senior management: some views

1

"The Deputy Head (Staff Development) is the principal initiator. In theory staff review is a full-time job but in practice it is different. The Deputy Head takes an enormous responsibility but he shows that it is not a full-time job. Now the objective is to get another Senior Teacher involved as an initiator and evaluator. To get all departments involved there has to be a sharing of tasks. In the end at the best the appraisal will be biennial.

The Headteacher should not be involved at all. But should be an arbitrator in the final analysis."

(Established teacher)

2

"I do not see the Headteacher's role as part of an appeals procedure. The review is apart from the grievance and disciplinary procedures. I see it as a tool for an open discussion which we should have all the time. The Headteacher should not be moved further away from staff - to be seen as a manager."

(Deputy Head)

3

"Everything ultimately depends on the Headteacher. If he is manipulative it will not work. He has to be open-minded and bear with criticisms. You cannot have staff review without an open style of management. You cannot do it with secrecy and inflexibility."

(Established teacher)

4

"The Deputy Head is the trigger, the catalyst who initiates staff to talk to colleagues. I also saw it as an opportunity to clarify my view of the member of staff involved - to stop labelling them. It also provides an opportunity to have a professional discussion with colleagues. Success depends upon how much ground work you can put in beforehand. I have worked with <u>many</u> colleagues before at different times and different levels. Both I and the other Deputy Head are seen in terms of trust and confidence."

(Deputy Head)

5

"To do a staff review you have to set up a structure. In an ideal world the Headteacher would also be part of it. The new Headteacher is more open and has a more democratic style. Thus there is more opportunity for him to come into the structure. The problem with staff review is that it is seen by some as a threat; that is, why we have to be appraised."

(Senior Teacher)

The role of middle management: some views

Headteacher's view

"We have not found Heads of Department doing appraisals and being appraised a problem yet. There is the problem of establishing and maintaining equitable standards of review. The main thing you require, however, is the credibility of the people. It is also very important that people can choose who is going to do the final appraisal interview."

Deputy Head's view (Staff Development)

"At the moment I am not concerned whether Heads of Department and Heads of Year are doing the review well or badly. I can raise this at their appraisal. The incredible barrier is to get them to do it. Classroom observation - Heads of Department find it frightening. I am not worried about producing a schedule for observation. The Deputy Heads have not been appraised yet but there is no problem at that level. The problem is the Head of Department, not the ordinary teacher or the Senior Teacher. It is important not to worry about making the scheme too efficient, to be too mechanistic. The main thing is to get people talking on a professional level."

Deputy Head's view (Pastoral)

"Most Head of Year's review reports reflect what you clearly know already. Some, however, see their job differently from others. You have to show them - to be proactive instead of crisis reactive. Part of my job is to develop Head of Year in this process. However, I also need training in review. So far it has all been safe and comforting. Part of my role is to talk to people about what the job is. So far it has not been linked to the review system. It does, however, throw

up questions about the role of tutors, Assistant Year Heads, Head of Year. Some roles will have to be redefined - they were thrown up by historical accident - if they are to be real jobs. We will also have to redefine the Head of Year's job. In this sense review is an evaluating thing. The danger is in being too mechanistic. The important thing is to get the thing going. It is very important that the review for Head of Year grows out of the school's policies on pastoral activities."

Head of Department's view

"I need guidance - something to read about it. I went through the college system without thinking about becoming a teacher. It is only after you start teaching that you begin to read about education. Here we had a committee to look into the role of Head of Department and it was this that came up with staff review as part of their job. So I volunteered for review. I have great respect for the Deputy Head's (Staff Development) integrity so I willingly said yes."

The use of the information: some views

Headteacher's view

"Only those involved in the process have access to the information. It is also not used as the sole base for references. The Deputy Head (Staff Development) does all staff references. He writes them and staff know that. He will also interview them about their references. I suspect that he guarantees that the information is part of an internal process and is not to go outside, that is certainly the way I see it."

Deputy Head's view

"Nothing goes on the staff file unless it is requested. Notes of the discussion - which goes into 'deep things' - are not made although an agreed plan of action is agreed and noted in some cases. It is not used for reference purposes. However, the person evaluated has knowledge and this gives them an opportunity to change and improve."

Head of Department's view

"I acknowledge that the Deputy Head is responsible for writing references. The Deputy Head would not be influenced by the review in writing the reference. If the Deputy Head left I would prefer that the contract be finished and any appraisal forms returned unless I knew who was going to take over the running of the scheme."

Established teacher: view 1

"I did not find it threatening. We were also given assurances that it would not be put on our professional files; would not be used for references. And, if I wanted, I could have it

back. I would not be paranoid if a new Deputy Head took over because their integrity should be such that it would not be a threat."

View 2

"There is a problem of liaison between senior management and Head of Department - the relationship between Head of Department and Senior Teacher is crucial to follow up problems. I see it as a personal contract (between me and the Deputy Head) not to be passed on. Although some sort of summary of the appraisal would be made. And, I would expect to see it."

View 3

"It is important that whoever does the final appraisal should not go into the staffroom and talk about people. The documents should all be locked away and should be available only to the parties directly involved and the Headteacher. They should not be used for redeployment. In this LEA we are told that officially the Headteacher is not involved in redeployment decisions."

Trade union representative's view

"The scheme was discussed generally with the staff. I was concerned that the information could be used in the wrong way. There is need to have safeguards. My main objections were that the information would go on to files and be used in job applications. We were assured, however, that it would not go on files but we were not told what they would do with it - once gleaned? Also, not all Heads of Department are the best; the problem of bias could be a problem. Am I being appraised as a person or a teacher? The assurances I wanted were: that the information would not be kept on file; there was a right of appeal through the union; and an open reference system."

Attitudes to self assessment

1

"It is difficult to assess yourself against the criteria because you do not have other (referents) - what other teachers do, e.g. pupil report writing. There is the problem of knowing standards."

(Scale 1 teacher)

2

"I did not find it a problem, although I cannot see that it is all relevant, e.g. dress. And, additional suggestions have been incorporated into the scheme.

It is difficult to use the 'exceptional' (on the 5 point scale). I do not know what standards are being applied but I did not feel I was putting my head on the chopping block so I was totally honest. I could see that some people would be more guarded."

(Head of Department)

3

"I had a bee in my bonnet at the time - this coloured my approach to self-appraisal."

(Established teacher)

4

"I was concerned about adequacy of the scales but I erred on the side of being too self-critical. I tended to be strongly aware of my weaknesses."

(Established teacher)

5

"I felt it was bordering on the unimportant - dress. I felt the whole thing should have been a list of skills then it would have been more useful. Also you tend to end up being modest."

(Established teacher)

6

"It is very easy to be detrimental to oneself. Also there is a tendancy to avoid the extremes of the scales."

(Established Teacher)

7

"I felt the questions 'What was the most admirable...and greatest achievement?' tended to miss a lot by singling out one item, was a weakness in the appraisal. Also there was a great deal of agonising over 'my greatest weakness... greatest strength.' If it was skill-based it would have been easier, classroom skill, administrative skill etc."

(Established Teacher)

Selection of nominated other

1

"I chose the Assistant Head of Year as the 'nominated other' because he knows more about me and what I do outside the Department. We are in the same year group - you do not have to choose someone outside of your department. Also there is my interest in the pastoral side."

(Newly qualified teacher)

2

"Nominated other was a member of the PE staff because I am involved with sports after school. The final appraisal interview was done by the Deputy Head (Pastoral) because the Deputy Head (Staff Development) and I are too friendly."

(Probationary Teacher)

3

"I selected a colleague in my department. He did not consult beforehand and I did not try to influence him. He chose another colleague from within the department to do his. I was not happy about my colleague's report - it was not relevant. What management think of me is relevant. I had no dialogue with my colleague on the report."

(Established Teacher)

4

"Bearing in mind my various caps it is useful to have a comment on other aspects of my role. I did, however, find it difficult - though not impossible - to choose."

(Established Teacher)

Evaluating others: some views

Head of Department and Head of Year appraisals

1

"It is useful to match strengths and weaknesses with my Head of Year even though sometimes they did not match, sorting it out was useful. I discussed my review with my Head of Year - we went through the form together after he had completed it. I did not have a discussion with my Head of Department."

(Established teacher)

2

"I feel that my Head of Year did not know me well enough. I just had to accept what he had written. He never really got the gist of what I am about. The people who I found useful I would have talked to anyway. I will approach people if I have problems. With the Head of Year I tend to go through the Assistant Head of Year."

(Newly qualified teacher)

3

"The Deputy Head identified the main points. I did not see or discuss the comments made by the Senior Teachers and two other Heads of Department. I did, however, see the synthesis. I got a copy and the Deputy Head has a copy. It is up to me if anyone else sees it. I felt that my colleagues (in the department) should have been given an opportunity to comment but they were not."

(Head of Department)

4

"The Head of Year was not very helpful. All he said was that as a form tutor I did what was required and that I was caring for the children."

(Newly qualified teacher)

Appraising other teachers

1

"In my department I was particularly concerned about one teacher about whom there had been complaints from staff, parents etc. - going a bit stale. I asked her if she would like to be appraised. I explained that I had done my bit etc. She nominated another colleague in the department. I was a little wary. I found it very difficult to fill in - to find the positive points. I had to draw out the small things. Many points I got she already had. We both recognised them. There could have been a confrontation but there was not."

(Head of Department)

2

"Because I do not have a close relationship with one of my superiors I would have problems but the others not. The Head of Year would be no problem. But with the Head of Department the slightest bit of criticism will cause a mini second blow up. I would only find it difficult if I had to do it to their faces."

(Established teacher)

3

"I would not want my Head of Department to see it. Otherwise there would be a tendency to raise negative rather than positive points."

(Established teacher)

4

"I would find it difficult to criticise someone of higher status. It would be alright for someone of the same status. For Head of Department it would be easy to put down the good points."

(Probationary teacher)

5

"The Head of Department filled her form in and showed it to me before she sent it off. She is a close colleague and I discussed it with her before she put it in."

(Probationary teacher)

6

"The Head of Department's assessment: what are the expectations they have of you? Are you being assessed as a teacher or as a person? Is it classroom discipline or your role in the department?"

(Established teacher)

7

"Together we tried to define professional criteria. There was some problem in coming to a mutual understanding of the questions. There was nothing really positive from the Head of Department or Head of Year because there was nothing we had not already discussed. At the appraisal interview senior menagement found it difficult to say anything nice to me (to point out the good things) but stressed the negative. I could read through the lines but I did not want to embarrass the Deputy Head by raising it."

(Established teacher)

8

"There is a tendency towards blandness in the analysis <u>but</u> the less positive aspects are picked upon and generalised upon, e.g. the one time when I failed to set homework. We have, however, been asked to comment on (the method of) the appraisal."

(Established teacher)

9

"Depends on people being thoroughly committed to the results of it, i.e. especially people who fill in the appraisal form

outside your main department. You also need a substantial amount of regular contact to evaluate. Both members of department were surprised by some of the Head of Department's comments - this was the most useful part of the exercise. As a general view of the school it is good. Evaluation is uncomfortable but it has to be done. Otherwise departments drift into complacency. Also the ineffective teacher weakens because he is alone in the classroom."

(Established teacher)

10

"My Head of Department's appraisal was one of the most valuable parts of the exercise. An opportunity for a fresh exchange that otherwise would not have happened. He was frank with me - weaknesses, strengths, skills. He opened up the discussion and asked me what I thought of him and that led to things happening - more departmental meetings. He took it to heart and we benefited from it as a department. If the Head of Department appraisal form matched the self appraisal form it would have been easier to compare and reach conclusions more quickly. I talked to the Head of Year but not such a close discussion. He took the line - what do you want me to write down. He did point out strengths and weaknesses."

(Established teacher)

11

"The operation of the scheme in my department is completely secretive so you do not know who said what. Also there is a complete lack of specificity in criticisms. But how do they know? The criticisms are nebulous, and lack punch. The Deputy Head gets all the written comments together but he had difficulties because he is bound by this terrible secrecy with the Head of Department. Also the key person - the Head of Year, is not party to my discussion with the Deputy Head."

(Established teacher)

Classroom observation and assessment

1

"There is a danger with all classroom assessment and staff appraisal; that is, people can make great generalisations from specific items. For example, because I allowed one second year class to distribute equipment among themselves this does not mean I would do it with less able groups. To do justice to anyone plenty of time needs to be spent."

(Probationary teacher)

2

"At the Deputy Head's request I allowed a senior member of staff, who had no experience of lesson observation, to sit in on one of my lessons. The teacher was given a copy of the appraisal and asked to comment on it. I agreed because I am experienced at being appraised."

(Newly qualified teacher)

3

"It is very easy in the evaluation of a single lesson to take something out of context, particularly if you are not au fait with the subject. For example, when I was observing a teacher introducing the use of a microscope to his class he did not, in the lesson observed, develop the concept of micro - as part of the school's policy of developing language across the curriculum. In my assessment I criticised him for this. However, when it was raised he explained that he had done this the previous week. There is a need in the process to have an informal interview to clarify the content and make sure the facts are right."

(Head of Department)

4

"It is awkward for teachers from outside a discipline observing specialist classes. However, I feel it would be valuable experience for people outside the department to appraise because there are not enough common areas across the curriculum. Perhaps there should also be visits to other departments to learn rather than appraise."

(Head of Department)

5

"The review divides into teacher in situ (in the classroom) and the teacher in the school and the local community. As far as the classroom situation is concerned observation is necessary several times a year. Otherwise it becomes threatening. That is why older staff are so worried about it. You should keep it going so that you never get out of the habit of being observed. I would like my classroom open for anyone. Otherwise it should be every two years."

(Head of Department)

6

"We regularly visit each other in the classroom. This is, informally, part of the scheme."

(Head of Department)

The final appraisal interview

1

"Appraisal booklet: is important because I have been willing to go through it - it is a professional thing to do. It is also useful now I have objectives for the next year. It has also drawn out my weaknesses. I do not have to act upon them but the Deputy Head hopes to review me again in a year's time. The process of the synthesis, the suggestion and the discussion, the prioritisation is done jointly. The Deputy Head culled three from ten points for me to work on during the year."

(Head of Department)

2

"Appreciated it very much as it made me more ambitious. It is not knowing about when you are going to get promotions. I was told I might be on a Scale 3 in five years' time. I did not mind being a guinea pig because last year the rest of the department was evaluated."

(Newly qualified teacher)

3

"The appraisal interview lasts about one hour but could have gone on longer. It was a great ego boost. It made me more dicisive and positive. I was given goals for the nearer future."

(Newly qualified teacher)

4

"I was given a list of short term goals and long term goals. The Deputy Head, however, did not give ma a check list. After each appraisal it would be better for the Deputy Head to write a summary and pull together the general thoughts. I would

expect to see it because the point of staff review is to help me improve. Otherwise there is no point. It helped me assess my performance in the classroom. I can only gain from it. It pointed out weaknesses I did not recognise and identified strengths upon which I can build."

(Head of Department)

5

"I see it as a contract negotiated between the two people. It has to identify short term objectives which are realistically achievable. The Head of Department's role is to clarify tasks and check progress. It is not an assessment of how the contract is or is not fulfilled. There is no formal assessment of how the task if completed - this is done informally. The role of the person doing the final appraisal is to see if there is a difference between the self assessment and the Head of Department's assessment. It also provides an opportunity to identify nagging doubts that exist within departments - resolve inconsistencies of meaning and interpretation."

(Senior teacher)

6

"The two critical parts of the process is the self appraisal -this is a memory jogger - and the negotiation of the contract between the two members of staff (appraiser and appraised) - to set objectives within reasonable time limits. E.g. it provides an opportunity for a departmental stocktake; in another department to establish minimum standards."

(Senior teacher)

7

"Was done by Senior Teacher. I had no choice in the selection. I felt it was very useful. He was very positive, he developed

the strengths rather than the weaknesses. It was a good discussion and brought me closer to him. I got a better sense of direction. You can expect too much. If you had strong career expectations it would lead to disappointment."

(Established teacher)

Time frame issues

1

"When all documentation is ready it takes me approximately three hours to bring all the material together for the final appraisal interview. There are 60 members of staff, 25 Heads of Department, none of whom are Head of Year."

(Deputy Head)

2

"The time factor is a problem. My own appraisal took me a week. Head of Department two weeks, Head of Year two weeks, Senior Management three weeks. Together, six to seven weeks."

(Established teacher)

3

"About every two/three years. Also should go back every six months to check up on progress."

(Head of Department)

4

"The review takes up a considerable amount of the Deputy Head's time. However, he still teaches etc. It would be much more difficult for an outsider to do it. Some junior staff feel that it is too time consuming. They feel they are being taken away from teaching."

(Head of Department)

5

"In my department there are only three of us. It took me about one week to appraise the department. In the English department there are 13 staff and they have a very heavy

homework marking load. In the school Heads of Department have ten non teaching periods (in a fortnight cycle). You cannot get away with doing it quickly, some sections are very difficult. It would be a tremendous burden for the Head of a large department."

(Head of Department)

6

"The review period concentrated on the past year's work only. I saw this as a particularly difficult year - loss of staff through redeployment etc. and consequently this built in a bias into the assessment. I felt that the new senior staff who appraised me did not know me all that well and based his judgement solely on that year's performance. Had they done it two years ago some of the things observed would not have come out - mind you it did show that side of me."

(Established teacher)

7

"It took me the best part of a day to complete the form, then I passed it around. Then had a two hour chat to arrive at goals and objectives."

(Established teacher)

8

"It tends to be a protracted business. It takes two/three months to run through. Once every two years is enough. In total time it took about four hours of my time but altogether a lot of staff hours."

(Established teacher)

9

"Originally it was recognised that each person would be reviewed annually in ideal circumstances. Realistically, however, in view of the other necessary tasks it was recog nised that it would be more sensible to accept a biennial review. If, however, a colleague sought promotion or felt it was necessary at any time they could request a review prior to the expected date of review."

(Deputy Head)

10

"I felt it should be done annually with the option to develop with flexibility. If it carried on it would make me a better teacher. Senior (older) people tend to get more isolated."

(Newly qualified teacher)

Follow up action taken

1

"I would ensure that objectives set in the final appraisal interview were attainable. If the person was not succeeding I would talk first to them about it. If after six months nothing had been attained I would talk to the Head of Department about it. Should it be necessary then I would talk to the Deputy Head about the 'contracted point'. However, this has not happened yet. However, the Deputy Head is seen as the lynch pin. He is seen as the person in overall charge."

(Senior teacher involved in the review)

2

"There was none. Very little followed from it - there was no review. Perhaps because it was a pilot scheme there was no need."

(Established teacher)

3

"Nothing happened. For example, I hate marking yet I realise it is important. I am honest about it and I have become more conscientious, more rigid in my self discipline. Is it because of appraisal or not? It is not really important as long as it is being done."

(Established teacher)

4

"It emerged that people were far too (deferential) - modest. The self-assessment pushed people toward the negative. Also we are not sure that the follow up is effectively happening. If it is left to the Head of Department then there is the danger that it will become a paperwork exercise. Also if it

forced upon people there is even more danger that it will be a paperwork exercise. You have to be committed to the scheme. It is important that the information is used by the individual and the management to follow things through. Morale is a problem too - you need the accent on help not pulling you to pieces. Criticism of the scheme is allowed and things are adapted e.g. matching the questions. Having done it, it makes you think a lot more about staff relations. Also, it identifies things you have to tighten up on and things you should be aware of. For example, the organisation of the department. I had a tendency <u>not</u> to write up department reports and reports of departmental meetings. You also have to get used to the initial formality and falseness related to the ritual of having more formal meetings."

(Head of Department)

Reassessment of purpose and objectives

Headteacher's view

"People are appraised against general job guidelines. These are tied to tasks that are general to all teachers - about general standards. Similarly, Head of Department and Head of Year are appraised on items which have specific general isability - minutes, holding meetings etc."

Deputy Head's view

"You cannot get uniformity because you cannot get uniform standards of criteria. There is no criterion reference standards. The only uniformity you can get is in terms of approach, process etc."

Senior Teacher's view

"To improve professional relations and what happens in the classroom. To promote openness between management and all individuals so that people will be more willing to discuss professional matters with others in the school. To do it between ourselves and not to have outsiders doing it.

The review allows the individual to identify his/her own strengths and weaknesses - and to check their view against someone else's. It should give them an opportunity to be valued. If they identify a 'need' then it must be satisfied otherwise the credibility of the scheme collapses. Sometimes it involves resources, sometimes support, sometimes liaison. We have to create opportunities for staff to talk to staff - to find mentors and masters."

Deputy Head's view

"My view is that senior staff in schools spend much too much time cleaning up messes simply because teachers do the same things wrong over and over again. My view is that teachers want help in the classroom and if we do this it will free the Head of Department to do more constructive work. Though it takes three hours to do each synthesis for the final appraisal interview I know I get a good return for the school. I will spend less time dealing with problems brought to me by staff. I will have more effective and happier teachers."

Deputy Head's view

"The process has been used to set standard job specifications. This was done through the Staff Development Committee, so now we are over that hump - middle management was the most difficult. However, you have to have flexibility when doing an appraisal. The Staff Development team came up with the specification for the Head of Department role."

Deputy Head's view

"I am concerned about the frustration that could arise from raising false expectations. I am really a professional tutor. Also most things Heads of Department want I can give them - not all of them want a Scale 4 post. I can deal with some matters - can identify and solve simple things although I might have to say you will have to wait two years for that."

Head of Department

"You become more conscious that you, as Head of Department, set the example for the rest of the department, e.g. not putting your feet up. Pushing the staff to push the standards of the kids' work up. I should be monitoring members of departments performance. I write a Head of Department report each term but I would not comment on a member of staff in these. Reports have always been part of the system but they were not read before. The current Headteacher sends you a reply and talks about it. When he first came I sent a comprehensive report and got a civil reply. Knowing that he reads them keeps you on your toes and sets the standard.

Teachers' views

1

"It was worth it because I was lacking in purpose. It gave me some direction and an immediate goal. To do a full inventory and departmental stock. Also there is a certain cathartic effect. But if it stops there then there is something wrong. If you know your weaknesses then its up to you. If your strengths are identified then management can deploy you more effectively. But that bit does not happen.

You have to have objectives that are achievable. But if you do achieve it, what happens?"

(Established teacher)

2

"Evaluation should identify goals and objectives. We should write our own targets then monitor constantly as part of ongoing working relations. Should be done yearly. Here, there is a lack of involvement (commitment) by the immediate supervisors and a lack of monitoring. Scheme here is in embryonic form and is good but is not in full working order."

(Established teacher)

3

"One should be aware of one's strengths and weaknesses. Does there need to be an avenue for appeal? No, if you talk about appeals you are talking about discipline."

(Established teacher)

4

"To make us think more clearly what we are doing; to see how other people see our performance; to improve performance."

(Established teacher)

5

"Although review is threatening, once it is done it sets things in motion - stimulates self-monitoring. Management's role is, if it (self-monitoring) is occurring, not to disturb it. The important thing is the continuing process not the forms (appraisal sheets."

(Established teacher)

6

"The guts of the scheme is to get people to look realistically at their job performance. Identify weaknesses in themselves and in the management; use menagement resources to help. The lynch pin in the scheme is the immediate supervisor and that

is what is lacking. It should be the Head of Department but in this school everyone has done their own thing. Now when you think we are multiskilled it should require more liaison. But here you do not have your own immediate supervisor."

(Established teacher)

The future of the review process

1

"All here feel it will go forward and become compulsory. The ones who are not keen will remain non-committed."

(Head of Department)

2

"In some departments, people are uptight about it mainly because they do not get on with their Heads of Department. As a result they might be a little uncooperative. It is very important how the scheme is put over to the departments. It is not simply putting things in pigeon holes. You need someone to come and discuss it with the department and talk it through."

(Head of Department)

3

"For reluctant Heads of Department and senior members of staff you have to have a directive from on high. It makes it better if it comes from the top down because people do not want to work in isolation. There is a need for support from the Deputy Heads and Headteacher."

(Deputy Head)

Some operational problems for the school to consider in any future development of the staff appraisal programme

* What role should the Headteacher adopt?
* Should the criteria for appraisal be generic, that is applicable to tasks common to all teachers including the senior heirarchy of the school, or should criteria be specific to a post?
* Personality problems existing between staff which reduce the credibility of the scheme.
* Ineffective leadership from middle management in the school.
* Greatest resistance to the programme apparently being shown by older members of staff. Resistance from all staff participating in the future should therefore be anticipated.
* Progression of teachers' appraisal forms through the school is a protracted process. It takes a long time for the teacher to hear the outcome of a final assessment, and the status of any agreed follow up action is uncertain and unclear to staff.
* Introducing appraisal without established or agreed job descriptions, and without an integrated policy on appointments, promotions, staff development etc.
* Problem of appraising a teacher who teaches in more than one department, and of the appraisal of a senior member of the schools' heirarchy by the Head of Department for whom he/she teaches.

* The status and use of information produced via the appraisal programme in relation to teacher references, future redeployments or amalgamation of the school.
* The appraisal of non teaching staff has to be incorporated at some stage into the staff appraisal programme.

The reader should also refer to the Headteacher's check list on page 65 of the Staff Planning and Staff Development chapter in the Handbook.

Staff Review - School Documentation

Procedure

An Introduction

A staff review is a procedure to enable us to improve the quality of the education offered to pupils in our school.

The review concentrates upon the teaching staff and seeks to identify good practice, praise it and share it with others. Where we can identify weaknesses and areas in need of improvement we can seek ways of improving performance and selecting colleagues most able to help with that improvement.

Each person would be reviewed annually in ideal circumstances but realistically in view of the other necessary tasks it is more sensible to accept a biennial review. If a colleague seeks promotion or feels it necessary at any time they could request a review prior to the expected date of review.

We are naturally hesitant before embarking upon a review of a colleague but a positive attitude of mind can help us overcome our doubts. In order for us to have a realistic appraisal of our performance it is essential to seek the views of colleagues. We are apt to over-emphasise self-deprecating views and ignore our strengths. When considering a colleague we make every effort to accentuate the strengths of colleagues. The review procedure is designed to emphasise the most positive aspects of review.

A member of a Department would normally have the following reports completed during a review:

(i) A Self Assessment Report - to be completed and submitted on completion to the Head of Department.

(ii) A Colleague Report - the colleague to be selected by the person undergoing review.

(iii) A Head of Department Report - to assess the performance of a colleague and discuss the Report with that person.

(iv) A Head of Year Report - normally considering the person's performance as a tutor. Under some circumstances, e.g. the review of an Assistant Yearmaster, this report will be of greater significance.

A senior member of staff will also be concerned with the review. This role will normally be the culmination of a review and will attempt to bring together the threads of a review.

Before embarking upon a review consider carefully. Be fair to yourself and to your colleagues. The improvement of performance of teaching staff must be reflected in a better quality of education offered to pupils. It is for the improvement of educational standards that we are working.

Self Assessment

Briefing Notes

A staff review is concerned with identifying the strengths of members of staff and developing these strengths. As a necessary part of such a process it is desirable to seek ways of improving areas of our work which we think need improving.

Although ideally this would take place once every year, it is more realistic to attempt once in every two years. There are some occasions which a review is sought by a colleague. One such occasion would be if someone was considering making an application for a new post.

The purpose of this procedure is to allow you to make a judgement about your own performance as a member of the school staff and to provide the opportunity for you to assess your future role both within the school and in the teaching profession as a career.

There are some questions on this form which do not relate solely to your teaching performance with pupils. It is commonly held that there are many activities which teachers engage in during the year at school, which can be used in an assessment procedure, and examples of these are included in the procedure.

The review procedure involves different methods of assessment of the many roles a teacher performs. An interview with another teacher provides an opportunity for you to measure your self-assessed performance ratings against your ratings assessed by colleagues. Similar forms will be completed by other colleagues and their replies, along with your own, will provide the basis of the interview.

Consider the past twelve months carefully. You have been trying to cope with the daily routine as best you can. Have you been focusing your attention on one aspect of your work in particular? What success have you had? What frustrated your progress in this, or any other, aspect of your work? Your comments will provide a useful topic of discussion at the interview.

Problem areas exist in all jobs. Have you been able to identify the obstacles to your progress? Can you now suggest a means of alleviating the problem? If you can make positive suggestions on how to overcome problems, then assistance from others can be better directed.

The next year is the period when you could set yourself new targets to reach. If your target is unreasonable or difficult to measure, you will inevitably be disappointed with your own performance in 12 months' time. If you set a target such as

'to improve my marking of exercise books' it would be difficult to assess how well you had 'improved'. If your target was to spend 3 minutes in conversation with every person I teach in every five days you are setting aside possibly 7½ hours in conversation with individuals.
Is this realistic or a rod for your own back? More attainable goals might be:

"To spend 10 minutes of every hour in conversation with two or three individuals".

"To mark each exercise book within a 10 day cycle with comments written on each pupil's performance".

REMEMBER

The purpose of the review procedure is to give you a chance to measure your performance as a member of staff. If you set unrealistic and unreasonable targets your interview should help you moderate your goals.

It is helpful, if possible, for you to identify those areas which you will require assistance from other colleagues.

The review procedure should be thought provoking and positive in helping us to improve the quality of the education provided for the children in school. The more purposeful we are about our tasks, the more positive will our attitude be and the pupils will quickly respond to our renewed enthusiasm.

A Self Assessment Form - Part 1

Name: Dept:					
Date of completion					
Date of prior review (if any)					
For each of the statements below, complete it with one of the grades on the right by placing a tick in the appropriate column. (There is no significance in the order in which the questions are posed.)	Exceptional	Very good	Fully satisfactory	Not fully satisfactory	Unacceptable
1. My punctuality to school is					
2. The way I dress for school is					
3. My punctuality at lessons is					
4. The frequency with which I mark exercise books is					
5. The quality of comments I write in exercise books about pupils' work is					
6. My attendance at Department meetings is					
7. My contribution to the Department meetings is					
8. The number of lesson ideas I have shared with colleagues this year is					
9. The way I fulfil my break duty obligations is					
10. The supervision I give to the duty tutor group during periods 2 and 4 is					
11. The quality of preparation for each of my lessons is					
12. The quality of remarks in my record book is					
13. The activities I engage my tutor group in are					
14. My knowledge of the pupils in my tutor group is					
15. The amount of communication between myself and my Head of Department is					

cont.

For each of the statements below, complete it with one of the grades on the right by placing a tick in the appropriate column. (There is no significance in the order in which the questions are posed.)	Exceptional	Very good	Fully satisfactory	Not fully satisfactory	Unacceptable
17. The amount of useful advice I receive from my Head of Department is					
18. The amount of useful advice I receive from my Head of Year is					
19. My knowledge of new developments in the teaching of my subject is					
20. The quality of my normal lessons is					
21. At the end of a typical lesson I feel that my performance was					•
22. The amount of social activity, informal out-of-classroom conversation, I have with pupils is					
23. My commitment to extracurricular activities is					
24. The quality of the homework I set is					
25. The school reports I write are					
26. The number of new teaching ideas I have devised is					
27. Considering all of the matters I am concerned in, I think my work rate is					
28. The manner in which I approach new tasks is					
29. The way I co-operate with others is					
30. The support I give to the colour group system is					
31. My control in the classroom is					
32. I feel that the way I get on with my colleagues is					
33. The amount of useful advice I have had from my professional tutor is					
34. The amount of help I get from the Deputy Head is					

HAVE YOU BEEN FAIR TO YOURSELF?

Self Assessment Form - Part 2

In this section you should try to write two or three sentences on each subject. As with all of this form you are urged to be positive and not concentrate solely upon areas which need improving.

1. STRENGTHS

My greatest strengths as a teacher are _____

During the past 12 months the best thing I have done is

2. DIFFICULTIES

The greatest problem I have encountered in the past 12 months is

My greatest weakness as a member of staff is

cont.

3. SHORT TERM GOALS

During the next term the aspect of my work I would like to improve is

For the coming year my ambition is

4. LONG TERM GOALS

In five years' time the job I hope to be doing is

The tasks I should complete to achieve this are

Self Assessment Form - Part 3

In this final section you should attempt to set out both how you can receive help from others and from whom in particular.

HELP

The most immediate need I have for help is

_____

_____

_____

_____

_____

_____

For my classroom teaching to improve I need help in the following things

_____

_____

_____

_____

_____

_____

The following people can best help me to achieve my goals (in what areas?)

_____

_____

_____

_____

_____

_____

Signed _____ Date _____

COLLEAGUE'S REPORT on _____ (name of subject)

You have been selected by a colleague to write a report on their performance as a teacher in the school. Be fair to your colleague, identify their strengths and suggest their weaknesses.

1. How long have you worked with this person?

_____

2. What is their greatest strength as a member of staff?

_____

_____

_____

_____

3. What do you think their best contribution to the school has been?

_____

_____

_____

_____

4. Which aspect of their work do you think they need to improve the most?

_____

_____

_____

_____

5. What role do you think your colleague could best perform in the school?

_____

_____

_____

_____

6. How do you think your colleague can best be helped by this school?

_____

_____

_____

_____

Signed _____ Date _____

Head of Department report and interview

Briefing Notes

The purpose of this report is to help the subject of the review to assess their performance as a member of staff. Your paramount aim is to help that person to identify ways to improve their performance.

You should complete Part 1 of the accompanying form prior to reading the subject's Self Assissment Form or interviewing the subject. There are likely to be disparities between your assessment of the subject and the subject's self assessment. These disparities should proviee material for the beginning of the interview.

Your task during the interview is a difficult one. You know the person you are interviewing very well and speak to them regularly every day. You need to introduce some formality to the proceedings without losing the ease of communication you have developed with the subject. You do not need to follow slavishly the structure of the report form during the interview, but this will provide you with a degree of formality which both interviewer and interviewee will find helpful.

You should share colleague's comments on the interviewee with the interviewee but it is important to preserve the anonymity of the comments. Having selected the points you will share, rewrite them yourself on a separate sheet of paper prior to the interview.

Most of the interview will be devoted to Part II or your report. Maintain a positive approach throughout, seeking agreement with the interviewee on each subject you are discussing. If it appears to you that agreement is unlikely then it will be more productive to move to the next topic.

A most important feature of the interview should be how you can identify specific ways that you can assist this person in their work. You have a responsibility to agree tasks where the Department and the interviewee will both benefit in the foresee able future. Ensure that agreed tasks will be measurable in an agreed way. Your experience should help you to identify unreasonable goals or tasks which will have no real benefit.

Your report should be legible and it should be possible for a senior colleague, or your successor, to understand clearly the interview record and recommendations for action.

Both parties should sign the report having read it. If there are any points of disagreement then these can be identified clearly before signing.

Remember you are setting out on a task to help someone improve their performance as a member of staff. You are identifying positive features of someone's work and ways that you can help them achieve agreed tasks.

Remember that in some aspects the interview will inevitably reflect upon your own role as a Head of Department. You should be prepared to recognise and acknowledge these aspects.

Head of Department Report - Part 1

(Before commencing you should have read the briefing notes.)

Name of interviewee	Dept.				
For each of the statements below, complete it with one of the grades on the right by placing a tick in the appropriate column.	Exceptional	Very good	Fully satisfactory	Not fully satisfactory	Unacceptable
1. This person's punctuality to lessons is					
2. The frequency with which this person marks exercise books is					
3. The quality of comments written in exercise books is					
4. This person's attendance at Department meetings is					
5. This person's contribution to Department meetings is					
6. This person's contribution to the Department as a whole is					
7. The quality of preparation for lessons is					
8. The quality of remarks in the person's record book is					
9. The amount of communication between myself and this person is					
10. The quality of this person's lessons is					
11. The quality of communication between this person and the pupils is					
12. The number of teaching ideas shared with the Department is					
13. The quality of remarks written on reports by this person is					
14. The way this person co-operates with others is					
15. The quality of homework set is					

Head of Department Report - Part 2

Name of interviewee _____

Before commencing you should have read the briefing notes and have completed Part 1.

1. The most admirable aspect of this person's work is

2. In the past 12 months this person's greatest achievement has been

3. This person's greatest achievement within the Department has been

4. The pupils they are most successful with are

5. Their most notable weakness is

6. The deficiency most easily remedied is

cont

7. This person could remedy (6) above by

_____

_____

_____

_____

8. The aspect of work identified by this person as the one they will concentrate upon is (see Short Term Goals of Interviewee's Self Assessment Form)

_____

_____

_____

_____

9. I can assist this person in (8) above by

_____

_____

_____

_____

10. I have been asked to help this person in the following ways

_____

_____

_____

_____

11. I would like this person to (here you should set out a task agreed between you for the next 12 months)

_____

_____

_____

_____

12. This interview was conducted on _____ (date)

between _____ and _____ (names)

Both parties have read the reports submitted.

Signed _____ Head of Department

_____ Interviewee

Head of Year report

Briefing Notes

The purpose of this report is to assess the performance of a tutor working with your guidance in your year. You are asked to comment upon the work of that person in relation to their tutor group and year activities.

You will undoubtedly wish to arrange an interview, however brief, with the person concerned in order to discuss matters contained in your report. This will be an opportunity to praise a colleague for their help granted in the past. It is also an occasion to suggest methods whereby a tutor can improve their performance with their tutor group.

It is important for you to make clear as many positive remarks as possible. The purpose of the review is to improve performance by encouraging good practice.

Remember In order for this review to be of greatest benefit to the person concerned, to the school and thereby to the children in it, we must concentrate our efforts upon developing the positive aspects of our work.

Head of Year Report - Part 1

(Before commencing you should have read the briefing notes.)

Name of subject	Year group				
For each of the statements below, complete it with one of the grades on the right by placing a tick in the appropriate column. (There is no significance in the order in which the questions are posed.)	Exceptional	Very good	Fully satisfactory	Not fully satisfactory	Unacceptable
1. This person's punctuality at tutor periods is					
2. The support this colleague has given to colour group activities is					
3. The way this person has organised their time allocated to their tutor group is					
4. The activities they engage their tutor group in are					
5. This person's knowledge of the people in their tutor group is					
6. The quality of information recorded by this person in the files is					
7. The level of communication between this person and myself is					
8. The amount of contact this person seeks with the parents of pupils in their tutor group is					
9. The quality of reports written by this person on the pupils of their tutor group is					
10. Their response to requests for help in year activities is					

Head of Year Report - Part 2

Before commencing you should have completed Part 1.

1. This person's greatest achievement with their tutor group this year is

2. The greatest attribute this person brings to their role as a tutor is

3. The best activity this person engages their group in is

4. The amount of interest shown in the pupils of their tutor group by this person is

5. The aspect of their tutorial work most in need of improvement is

6. The general remarks I would make about their work are

cont.

Signed _____ Date _____

Senior Management report

Briefing Notes

Before undertaking an interview with a member of staff, then all reports by those completing them must be read. If you are to make use of information provided by reporters then copy this out prior to the interview in order to ensure confidentiality.

Your interview and remarks will provide the basis for a reference being written for this colleague should they seek promotion. Please ensure that clarity of meaning is maintained and your remarks do not become cryptic.

As with all other reports being completed, your task is to identify and praise all those activities undertaken by the person under review which deserve praise.

Rather than concentrate upon negative remarks, seek to identify means of improving past performance and set targets. Ensure that targets set are both attainable and measurable. Ensure that aims are clearly understood by the person interviewed and the means whereby they may be achieved.

If there has been disagreement between the interviewee and his reporters, seek to clarify and then dissolve the cause of such disagreement. Attempt to eradicate, or at best minimise, any feelings of persecution or embitterment which the interviewee may have regarding his reporters.

Without disclosing confidential remarks seek to make the procedure as open as possible.

Senior Management Report

Part I

Complete the Self Assessment Form as you perceive the performance of the interviewee.

Part II

Read all reports thoroughly. Select those remarks you will use in your interview and write them out prior to the interview.

Part III

Interview. It is better for you to devise your own interview format, but your Report of Interview should include:

(1) the achievements of the interviewee;

(2) their strengths as members of staff;

(3) the targets agreed and the means of measurement;

(4) the assistance which will be granted to the interviewee to achieve these goals;

(5) general remarks.

Staff Appraisal - Head of Department

This appraisal is a voluntary exercise. The appraisal sheets will not be put in the personal file without permission from the Head of Department concerned. All conclusions will be in writing and will be discussed with the teacher concerned.

It is hoped that the appraisal scheme will:

(a) give recognition for work well done (which often passes unnoticed);

(b) be diagnostic and constructive in that it identifies areas where it is believed improved performance might well be expected;

(c) give the Head of Department an opportunity to formally express his/her dissatisfaction with aspects of school life, management etc. which hinders his/her performance;

(d) help to improve the education we provide for the pupils;

(e) improve the efficiency of department and school organisation;

(f) increase job satisfaction and prepare Heads of Department more thoroughly for promotion (particularly in view of falling rolls, fewer promotion opportunities, greater competition etc.).

This is a first draft. Positive criticism and suggestions for the redesign of this form are most welcome.

STAFF APPRAISAL - Head of Department

Self Assessment

Name _____ Date _____ Date of completion _____ Date of prior review _____	Exceptionally good		Average		Very poor
Whole school 1. Punctuality at lessons					
2. Carrying out break duty obligations					
3. Supervision given to the duty tutor group Period 2 and Period 4					
4. Activities in which I engage my tutor group					
5. Knowledge of pupils in my tutor group					
6. The amount of social activity, informal out of classroom conversation with pupils					
7. Commitment to (non-dept.) extra-curricular activities					
8. Writing of school reports					
9. Co-operation with others					
Department 1. Hold regular departmental meetings (at least once a month)					
2. (a) Agenda provided (well in advance) (b) Minutes distributed promptly					
3. Copies of (a) and (b) given to HM/ Dep. (MS)					
4. Liaison with other departments					
5. Encouragement of department staff to extend their professional and managerial abilities					
6. Practical interest in the professional capacities and future careers of department staff					

cont.

	Exceptionally good		Average		Very poor
7. Annual review and modifications (if necessary) of department curriculum, syllabus, aims, objectives, etc.					
8. Evaluation of department progress (with reference to staff performance)					
9. Evaluation of department progress (with reference to pupil progress)					
10. Efforts in maintaining high standard of appearance in department teaching rooms (tidiness, displays of work, etc.)					
11. Organisation of the setting of work for absent colleagues/supply teachers					
12. Liaison/use of computer library, resources, etc.					
13. Reviewing of sets of exercise books					
14. Observational visits to colleagues' lessons					
15. Encouragement of colleagues to observe my lessons					
16. Appraisal both by interview/written comment of department members					
17. Encouragement of staff to raise standard of classroom teaching					

In-service commitment over past 12 months

(List all courses and time commitment)

Extra-curricular activities

Strengths

My greatest strengths as a Head of Department are

During the past 12 months the best things I have done are

Difficulties/Frustrations

The greatest problems I have encountered in the past 12 months are

cont.

Aspects of the 'system' which tend to inhibit my performance as Head of Department are

Weaknesses

My greatest weaknesses as a Head of Department are

Short term goals over next 12 months

Long term goals

List any inservice training/advice/resources (be sensible!)/ reorganisation which you believe would improve your performance

General

Tick the appropriate column which best describes your performance.	Exceptionally good		Average		Very poor
JOB					
Volume of work handled					
Accuracy and reliability					
Adaptability to new tasks					
Effectiveness in dealing with colleagues					
Effectiveness in dealing with parents					
Effectiveness in dealing with pupils					
PERSONAL					
Appearance and dress					
Speech					
Discretion					
Manner and attitude					
Energy and enthusiasm					
Initiative and readiness to lead					
Ability to encourage/withstand constructive criticism					
Composure in situations of stress					
Calm management of crisis involving: (a) staff (b) pupils (c) both					
POTENTIAL					
Acceptance of increased responsibility					
Keeping up to date with developing trends					
Ability to organise/delegate					
Willingness to shoulder responsibility beyond strict demarcation of any job description (willingness to go beyond the 'measured mile')					
HEALTH					
ATTENDANCE					
PUNCTUALITY					

STAFF APPRAISAL - Head of Year

Self Assessment

Name _____ Year _____

Date _____

Tick the appropriate column

	Exceptionally good		Average		Very poor
WHOLE SCHOOL					
1. Punctuality at lessons					
2. Carrying out official duty obligations					
3. Supervision given to the duty tutor group Period 2 and Period 4					
4. Writing of school reports					
5. Commitment to Departmental activities					
6. Co-operation with others					
7. Not allowing 'year' duties to detract from teaching duties					
PASTORAL					
1. Hold regular year meetings (at least once a month)					
2. (a) Agenda provided well in advance (b) Minutes distributed promptly (c) Copies of (a) and (b) given to HM/Dep.(RJE)					
3. Liaison with other Years					
4. (a) Liaison with Heads of Departments (b) Liaison with Deputy Heads (c) Liaison with Assistant Head of Year					
5. Liaison/transfer of information (to tutors, Heads of Departments, Head of Year, Headmaster, etc.)					
6. Liaison with SNAP/outside agencies					
7. Documentation (registers, files, special reports, etc.)					
8. Organisation of Parents' Evening					
9. Organisation of assemblies (content, tutor involvement, etc.)					
10. Encouragement of Year staff to extend their professional and managerial abilities					
11. Practical interest in the professional capacities and future careers of Year staff					
12. Evaluation of Year progress (with reference to staff performance)					
13. Observation and appraisal of tutor periods					
14. Appraisal both by interview/written comment of Year staff					

cont.

	Exceptionally good		Average		Very poor
15. Keeping up with current trends (pastorally)					
16. Encouragement of House activities					
17. Encouragement/guidance/professional development/use of Assistant Heads of Years					
18. School reports (encouragement of high standard of content, etc.)					
19. Value/depth of information given for STAFF references					
20. Liaison with Assistant Head of Year to develop function of tutor periods					
21. Knowledge and involvement with 'statementing'					
22. Effectiveness on 'stage' procedures					
23. Effectiveness in dealing with parents					
24. Knowledge of pupils in years (background, problems, strengths, weaknesses, etc.)					
25. Relationship with pupils					
26. Communication with and support of tutor					
GENERAL					
JOB					
1. Volume of work handled					
2. Accuracy and reliability					
3. Adaptability to new tasks					
4. Effectiveness in dealing with colleagues					
5. Effectiveness in dealing with pupils					
PERSONAL					
1. Appearance and dress					
2. Speech					
3. Discretion					
4. Manner and attitude					
5. Energy and enthusiasm					
6. Initiative and readiness to lead					
7. Ability to encourage/withstand constructive criticism					
8. Composure in situations of stress					

	Exceptionally good		Average		Very poor
9. Calm management of crises involving (a) staff (b) pupils (c) both					
POTENTIAL					
1. Acceptance of increased responsibility					
2. Keeping up to date with developing trends					
3. Ability to organise/delegate					
4. Willingness to shoulder responsibility beyond strict demarcation of any job description (willingness to go beyond the 'measured mile')					
HEALTH					
ATTENDANCE					
PUNCTUALITY					

In-service commitment over past 12 months

(List all courses and time commitment)

Extra-curricular activities

Strengths

My greatest strengths as a Head of Year are

During the past 12 months the best things I have done are

Difficulties/Frustrations

The greatest problems I have encountered in the past 12 months are

cont.

Aspects of the 'system' which tend to inhibit my performance as Head of Year are

Weaknesses

My greatest weaknesses as a Head of Year are

Short term goals over next 12 months

Long term goals

List any inservice training/advice/resources (be sensible!)/ reorganisation which you believe would improve your performance

SENIOR MANAGEMENT APPRAISAL

Name _____

Tick the column which best describes your performance.

	Exceptionally good		Average		Very poor
TEACHING DUTIES					
1. Punctuality at lessons					
2. Priority given to official T.T. lessons					
3. Writing of reports					
4. Attendance at Departmental meetings					
5. Preparation of lessons					
6. Marking of work					
7. Setting of work for known absence					
8. Knowledge of new developments in the teaching of my subject					
9. (a) Regular setting of homework (b) Quality of homework set					
10. Care of room/wall displays, etc.					
11. Care of equipment					
SENIOR MANAGEMENT					
1. Punctuality (to school, meetings, etc.)					
2. Involvement in extra-curricular activities (a) Pupil-directed (b) Others (e.g. Parent Association, Youth Committee, etc.)					
3. Attention to forward planning					
4. Attention to policy making					
5. Commitment to policy making					
6. Supportive concern for colleagues (e.g. prepared to help career development/ courses/availability)					
7. Effectiveness in carrying out official duties (e.g. late duty, lunch duty)					
8. Supervision given to non-listed duties (a) Controlled entry before school (b) Break-time duty (c) Assemblies (d) Dismissal from school					
9. Commitment to designated tasks					

cont.

	Exceptionally good		Average		Very poor
10. Willingness to submit ideas for debate to management team					
11. Contribution to senior management group cohesiveness					
12. Attention to public relations					
13. Willingness to support all senior management group policies					
14. Willingness to share senior management tasks (if required)					
JOB					
1. Volume of work handled					
2. Accuracy and reliability					
3. Adaptability to new tasks					
4. Effectiveness in dealing with colleagues					
5. Effectiveness in dealing with parents					
6. Effectiveness in dealing with pupils					
PERSONAL					
1. Appearance and dress					
2. Speech					
3. Discretion					
4. Manner and attitude					
5. Energy and enthusiasm					
6. Initiative and readiness to lead					
7. Ability to encourage/withstand constructive criticism					
8. Composure in situations of stress					
9. Calm management of crises involving (a) staff (b) pupils (c) both					
POTENTIAL					
1. Acceptance of increased responsibility					
2. Keeping up to date with developing trends					
3. Ability to organise/delegate					
4. Willingness to shoulder responsibility beyond strict demarcation of any job description (willingness to go beyond the 'measured mile')					

	Exceptionally good		Average		Very poor
HEALTH					
ATTENDANCE					
PUNCTUALITY					

SENIOR MANAGEMENT APPRAISAL

In-service commitment over past 2 years

(List all courses and time commitment)

Extra-curricular activities

Strengths

My greatest strengths as a Senior Manager are

Weaknesses

My greatest weaknesses as a Senior Manager are

During the past 12 months the best things I have done are

Short term goals over next 12 months

cont

Long term goals

Difficulties/Frustrations

The greatest problems I have encountered in the past 12 months are

Aspects of the 'system' which tend to inhibit my performance as a Senior Manager are

List any inservice training/advice/resources (be sensible!)/ reorganisation which you believe would improve your performance

Signed _____ Date _____

5. Redeployment: A Headteacher's View

"It is my job to select nominees and to advise the governors. It is the most traumatic experience I have had. No matter how hard you try, it is difficult to tell people that they are surplus to requirements.

Firstly I take a curriculum model to identify departments where there are surpluses. I do not look for the weakest teachers. In fact, this year I identified a surplus to requirement in Boys PE where there were four teachers. The teacher selected was an unusually good teacher, but he was not a teacher of English and this was why he was selected. On competence criteria the overmanning in PE would have been best resolved by removing the Head of Department.

Following curriculum, the next set of criteria would be the experience of the teacher, then extracurricular activities, relations with pupils and relations with colleagues. We would always take account of the domestic situation, travelling, whether they have been re-deployed before and so on. A nominated teacher has the right to appeal and if we can't get a volunteer then we move into formal redundancy procedure as agreed by unions and LEA.

The real crunch will come next year when there are more redeployed teachers than there are jobs."

6. Cutbacks: Comment from a Headteacher

"There has been an 8% cut per year over the last few years in the hours available for ancillary staff. It has not been necessary up to now to force a reduction on any individual, but as people leave the hours are reduced for thier replacements. The reduction does have consequences. Heads of Departments have difficulty in getting their work done in the time allowed. Also the reduction in hours available, or in the grades, means that replacements are less competent than those who leave. So there are lower calibre people, for example, in the School Office. The situation is much relieved by volunteers from parents who take turns on a rota to work in the reprographic department, in the library etc."

7. The Issue of Succession Planning and Promotion Policies: The Views of Four Headteachers

"I give out jobs, you get on with your career. Succession planning is every time a job becomes vacant and you can recruit then. The best person gets it whether they are an 'insider' or an 'outsider'."

"Internal promotion has been a disservice because they have all stayed too long."

"Staff come in here and say what about a promotion? I tell them if they want to be promoted I will expect an extra contribution, to take on extra responsibilities. Promotion has to be earned."

"I do career interviews with staff about their career prospects. They last about half an hour and give ample opportunity to discover weaknesses. One member of staff told me he had no career aspirations, so I told him he was wasting my time and his."

8. Development Training and Counselling

a. "I am extremely concerned with the professional development of colleagues, and the staff development programme is based on where we think the school is going. I counsel staff about their development needs and their future and tend to retain responsibility for staff development although the Deputy Head is very keen.

Great reliance is placed on the heads of faculty in running their affairs but it is very important to maintain a sense of community."

A Headteacher

b. "Dissenchantment is an exhibition of tiredness. One has to re-energise staff, but you have to be careful. You have to be seen not to be pushing them out or trying to keep them here. It is a delicate balancing act. The changes in promotion prospects have had a marked effect upon morale. I find staff are more intranigent and touchier on smaller issues.

The paper qualifications of some of these people are OK and there are others who are working part time on degrees (The advent of the B.Ed. has disadvantaged this latter group.) I have chatted to every one about themselves and their future although they aren't aware that I have done it systematically. I have chatted over how long they ought to remain here, where they wanted to go and said whether I thought it realistic, the experience they have or ought to obtain etc.

I have made space for them in school to take over new roles, this is useful for training and experience and isn't unrecognised, but its not paid and not given to them permanently. The more senior people are not interchangeable because of subject or teaching expertise, but the pastoral care structure offers possibilities. You do this by discussion and running one or two conferences to talk out the sorts of problems which might get in the way.

Salaries did not get in the way as it happened. What did get in the way was their seniority as they saw it which did not really exist in practice. Much perception of status was for example based on their time of arrival in the school, or their responsibilities.

Because there are so few posts to apply for, each post becomes extremely important, and at the time the member of staff is applying for promotion their school becomes less important. It is difficult for them to take a long term view and keep plugging away with their applications. They cannot afford to let this post run down and become disenchanted with their job. I have privately offered to any member of staff to go through their application if they would find it useful. Very few haven't taken advantage of this."

A Headteacher

c. (i) "My rule is that if a member of staff wants to attend a course they pay. If I want them to attend a course then their fees are paid out of the school funds."

A Headteacher

(ii) "The Deputy Head tells people about internal staff training opportunities - the present computer course for example - and I always seek to make explicit my policies and the implications of my policies. I also do this at Head of Department meetings to make the Head of Department a manager so that he is accountable and responsible. To force them into a management role vis-a-vis their colleagues and indeed myself."

A Headteacher

d. "I identified the need for a remedial teacher post and one teacher claimed to have done remedial teaching. I checked with the LEA and found that he was not properly qualified. The problem is that it would not have been possible to retrain many of the staff. I am very cynical about retraining. You can retrain a good teacher but not a mediocre one, its all to do with their attitudes."

A Headteacher

B. TRAINER'S NOTES

The training materials presented here are written with group discussion in mind. All are derived from real situations which have recently occurred in schools.

What the Materials are intended to do

The framework of staff planning and staff development has been set out in the chapter in the handbook. The trainer should refer to this framework and use these materials to supplement and extend the approaches introduced there.

The framework adopted in the handbook may at first sight conflict with conventionally held views of professional behaviour. Trainers should therefore encourage members of the course group to explore the various philosophies and attitudes held about the different aspects of staff planning and development, both as presented in the materials and amongst themselves. The salient outcomes relate to the role in staff planning and staff development they perceive for themselves in their school and to the issues relating to institutional led staff development.

As a result of these points, the Headteacher will need to:

* have a policy on staff planning and staff development;
* accept the centrality of staff appraisal where the outcomes sought would relate to support, training and the professional growth of staff;
* consider possible changes in the pattern of leadership adopted in the school;

* recognise the interdependence and partnership of staff and the heirarchy of the school in the determination and effective pursuit of the schools goals;
* recognise the Head's own staff development role in preparing staff to adjust to the changes in professional behaviour currently occurring in the school through the development and adoption of anticipatory policies to accommodate these changes.

The sensitising of course group members to these issues must be regarded as a key outcome to any training programme.

The course group represents a considerable body of experience of Headship and provides a potentially powerful and supportive learning environment to its membership. The intention is to maximise the opportunity of making use of this experience and support through reflection, analysis and discussion. The training materials presented here, and in the Handbook itself, represent and reflect the different aspects of the staff planning and staff development process. They also contain many examples of practice currently to be found in schools. The trainer should use these

* as exemplars to construct his/her own materials;
* to encourage Headteachers to write or derive policies and practice for potential use in his/her own school;
* to encourage Heads to present to the course group examples of practice from their own schools;
* to introduce the LEAs preferred practices and policies and discuss the implications that follow from their adoption and use.

Additionally extensive use should be made of the examples of practice, the check lists and of suggestions for further reading to be found in the chapter in the handbook.

The materials are presented under broad headings and individual items of training material both below and in the students collection of materials are separately numbered. Suggestions for the use of each is to be found below. The trainer should however be prepared for the course group to identify issues other than those identified below.

Additional Resources

The trainer should ensure that he/she has identified in advance the responsibilities existing within the Local Education Authority, or Local Authority and with governors, for the various types of staff. The trainer should obtain copies of the various terms and conditions of service, e.g. those published by LACSAB (Local Authorities Conditions of Service Advisory Board), copies of agreements on duties or policies on the various staff planning and staff development processes, e.g. redeployment, recruitment, promotion, INSET etc. negotiated between union(s) and employers, or published by the employer, recent policy statements published by the major professional associations on the various staff planning and development processes. The trainer should also consider involving the relevant officers of the LEA in any training programme, and particularly seek to involve staff of the LEA personnel section. The latter would be particularly useful in their knowledge of the day-to-day application of, for example, redeployment or redundancy agreements, in the writing of job descriptions, in giving training for staff appraisal interviewing etc.

Their overall knowledge of the staff management process would make them a resource to the trainer throughout a course. The trainer should also seek where possible to involve a Headteacher who has a reputation for the excellent practice in his/her own school to lead a relevant section of the programme.

Throughout the research which provided theme training materials, Headteachers told us of their insufficient preparation for all aspects of staff planning and staff development. To this end the trainer can usefully provide a focus to each section of training materials to explore the role, the functions and the necessary skills which would be required by a Deputy Head and a Head of Faculty/ Head of Department. This would in turn facilitate the Headteacher's own role as trainer to Deputies and Heads of Faculty/Departments in preparing them for staff management responsibilities in the school.

1. Policies for Staff Planning and Institutional Led Staff Development, and the Headteacher's Philosophy

The views of the course group should be sought on the ideas expressed here. Do they have an extant staff management philosophy? Is this expressed as a policy, and is the policy in writing? If it is could they distribute it to other Heads for discussion purposes? Would they agree that the school should have a policy of the management of staff? Do they agree with the points expressed in item 1, setting out a policy, and would they add or delete any items to the list?

Item b provides a practical example of institutional led staff development. Heads should be invited to identify the practical difficulties emerging from this example and to suggest ways in which there problems may be rectified.

Items b and c are also provided for purposes of comparison. Both Headteachers are regarded as successful in their respective LEAs. Is school size the critical issue, or is the adage horses for courses the most important issue to emerge from the comparison? Can Headteachers continue to be as accommodating as the Head in item 2 reveals himself to be?

The trainer should guide discussion to the respective roles of Deputy Heads and Heads of Faculty/Departments in the overall staff planning and staff development process. Additionally, the trainer should make use of the staff development check lists in the handbook, particularly to explore issues relating to institutional led staff development which are encountered in these examples.

2. Sources of Information for Staff Planning and Development Purposes

Much of the process of Institutional Development lies outside the scope of the handbook and of these training materials. This is the process by which a school firstly comes to identify (or describe) the alternative futures it sees for itself, and makes a rational choice from amongst them. Secondly there are the stages by which the school would move from the position it presently occupies to the chosen future. It is aspects of this second stage which have substantial relevance to staff planning and development, since matters will arise which are allied to the recruitment and replacement of staff, reallocation of responsibilities and duties, the training of existing staff for new responsibilities and roles etc.

The information presented in the handbook as the School LEA Annual Review is not presented in any further detail here. The scheme is drawn from that operated by West Glamorgan County Council. For the details and practical operation of the scheme the trainer should directly approach the chief inspector: Mr. Ian Parry, West Glamorgan, LEA, County Hall, Swansea, West Glamorgan.

a. The check list

The course members should be asked to consider and add to the check list of sources of information, presented here in the training materials, and to address the issues raised in the introductory remarks to the check list. They should particularly consider how Headteachers assess the worth of the information collected, and how they would rate one piece of information over another as the basis upon which informed action can be taken.

b and c. The proforma: staff profile, and a staff questionnaire: a headteacher's experience

The proforma was devised to collect information suitable for inclusion in a teacher's file. The file is kept in the Headteacher's office. (The file also includes the letter of application, references, subsequent correspondence with the LEA, e.g. confirmation of employment, promotion etc) It is intended that page 2 is completed at an annual interview the Head holds with each member of staff (staff on role 50), after an initial departmental review has taken place with the Head of Department.

Headteachers should be invited to comment on the usefulness of the information collected and the appropriateness of the proforma for this purpose. They should also be invited to suggest additional items for inclusion on the proforma. If it is wished to devise a proforma more appropriate for a school's needs, then the links between the proforma, the purpose for which information if collected and staff appraisal should be fully explored.

3. A staff questionnaire: a headteacher's experience

This item should be used to sensitise course members to unanticipated consequences to an action. Course members should be asked to analyse the reasons for the reaction described here and asked to suggest ways in which they might gain 100% co-operation in their own schools.

4. Information from a staff survey

Course members should be asked to consider firstly whether they agree this Headteacher has problems or not, and secondly if he does then what staff planning and staff development problems does he have. In fact, at this school the previous

Headteacher did not believe in in-service training and virtually none of the staff had undertaken any training since qualifying as teachers. Suggestions as to what the Head might do, and what additional information should be collected before action is taken, ought to be placed in the context of other staff management processes, particularly job descriptions, staff appraisal and staff development and training.

3. Job Descriptions

Although for teaching purposes the use of, or the writing of, job descriptions could be treated as topics in their own right, the inter-relationship between job descriptions and the staff appraisal process should be the prime focus of discussion.

The central questions could be:

* Can staff appraisal take place without having adequate and up-to-date job descriptions?
* Who should write or provide a job description?
* Are its content negotiable?
* How may future performance be assessed without an agreement as to what the member of staff is presently undertaking etc?

The job description allows an assessment of an individual to take place against a defined post. Attitudinal issues relating to management processes rapidly arise in any discussion on job descriptions, and the real premises to discussion sometimes fail to emerge.

1. These issues can be explored through item 1. Of particular importance is whether or not 'role guidelines' are actually useable in the school, or are merely a device to disguise fundamentally different perceptions about teaching and its professional context.

2. Item 2 takes these issues one stage further and course members should be asked to provide a prognosis from the views expressed here by the two Headteachers.

Course members should be asked to provide examples of job descriptions from their own schools and comment on the specificity of task description contained in them, and comment on the purposes for which the job descriptions (as existing) were written and may be used.

It is always a useful exercise for a member of the course group to write his/her own job description. The course group should be asked to write job descriptions for Deputy Head and Head of Faculty/Department posts. These should recognise the staff planning and staff development roles and responsibilities that fall to both posts.

4. Introducing Staff Review: A Case Study
(Based on experiences at Withywood School, Bristol)

The trainer should refer to the section on Staff Appraisal in the Staff Planning and Staff Development chapter, particularly to the check lists found there. Appraisal may be seen in an entirely self-fulfilling, restrictive sense, as providing an outcome no more than a judgement of satisfaction or disatisfaction with a member of staff. Here we go beyond this 'restricted' view and explore issues relating to appraisal perceived in a diagnostic and in a prognostic sense: that is a developmental set of activities should result from the appraisal process.

The case study presented for analysis here is taken from a secondary comprehensive school. It is presented so that the course group can examine fundamental assumptions about the objectives of the appraisal process, and also to examine operational issues of staff appraisal emerging from practice. How this particular programme may be developed is of present concern to this school.

Questions which the course group should address are to be found in the case study itself. Generic questions relating to broad issues are found at the beginning on page 29 and those relating to operational problems are found on pages 70 and 71 .

Course members should be asked to address the roles and responsibilities of Deputy Heads and Heads of Faculty/ Departments in the staff appraisal process, particularly with their training and development for appraisal in mind.

We ask that the trainer extend the perspectives presented here by presenting alternative approaches. He/she should refer here to the further reading recommended in the handbook also, throughout 1984 and 1985, Education has published a series of articles on a variety of approaches to staff appraisal adopted by a number of different schools. The trainer should consider this source for alternative models and practice canvassed there. A further example is to be found in Paisey, A, School Management: A Case Approach, Harper and Row, London, 1984.

5. Redeployment: A Headteacher's View

Agreements currently existing within the LEA must be referred to. The trainer should encourage the course group to identify ways of overcoming the personal difficulties Heads encounter in redeploying staff, and the difficulties encountered in working within LEA policies, e.g. establishing the level of responsibility existing between schools and LEA. Also they should investigate how staff are involved in the process, how unions are involved in the process, the criteria agreed and extent to which they may be supplemented, and the consequences of refusing to accept a redeployed member of staff.

6. Cutbacks: Comment from a Headteacher

Is the proposed solution of 'volunteers' put forward here likely to be acceptable to staff and unions in your LEA? Do you agree that the amount of ancillary staff help available should provide a major factor in decision making when the curriculum to be offered by the school is being planned?

7. Succession Planning and Promotion Policies

To what extent can the school act independently of the LEA? Is succession planning and having a promotion policy for a school only practically feasible and possible within a framework established by the LEA? If institutional led staff development is to succees, so that the school enhances its capacity to achieve its goals, can the views expressed by these Headteachers prevail?

8. Development Training and Counselling

The course tutor should make extensive use of the handbook section and the two check lists presented on pages

a. This item particularly identifies the consequences of the Headteacher maintaining control of the staff development programme. Who else has the overview and insights into the school to do this? The practical difficulties of the Head assuming these responsibilities are self evident.

What role can a Head best play in institutional led staff development? Can a Deputy Head have the responsibility delegated to him/her? If this is done, then how will they be given sufficient access to information regarding the overall future goals of the school, the policies, the curriculum being offered, staffing policies and requirements etc., all of which an institutional led staff development programme must integrate? Is the Head willing to give others this overview into the management of the school?

The tutor should particularly explore the practical issues relating to the responsibilities of Heads of Faculty/ Departments in institutional led staff development.

Item a(b) may also be used in the context.

b. The issues raised in item a above are extended further. This item refers to roles and responsibilities enacted regarding staff careers, counselling of staff, staff morale and the inter-relationship and partnership between staff and the hierarchy of the school. This hierarchy now frequently results from constraints and demand for change increasingly imposed on schools by external and internal circumstances.

Are they as Headteachers willing and able to become involved in staff counselling? Should Heads make their actions explicit to staff, or behave covertly, as the Head in this example does? In the changing of roles and responsibilities in schools without payment acceptable and likely to be anything more than a stop gap solution to the real problem? How do the Headteachers give insights into the wider work of the school and prepare staff for new responsibilities? Is this done systematically or on an ad hoc basis?

b and c. Heads should be asked to identify the approaches they adopt to in-school and to out-of-school training and what balance they seek between them. It would be additionally useful if examples of in-school training could be provided by Heads and indications given as to how the need for the training was determined and how it was resourced. How do they communicate information on what training is available and gain the involvement and commitment of staff to the training initiatives offered?

The role of Deputy Head and Heads of Departments should be explored with regard to the following:

* the identification of training requirements and their prioritisation;
* communication on training to the hierarchy of the school and to staff;
* determination of which staff will have training opportunities offered to them;
* the utilisation and evaluation of the training experience;
* the role of Deputy and Head of Department in forming a policy on training.

d. Heads should be asked to make clear their views on the desirability of offering training opportunities to all staff, and the Headteacher's responsibility for making training opportunities for all staff available. Schools do involve themselves in retraining of staff. Headteachers should be asked to identify their success in undertaking retraining of staff within school, and within the context of existing LEA and union policies on staff retraining. What criteria do Heads use to identify staff for retraining?

Part Two

STAFF COMMUNICATIONS

1. The Dissatisfied English Teacher

"A young English teacher has made numerous complaints to me and my deputy about her head of department. She claims that he will not convene proper departmental meetings to discuss the curriculum and the allocation of classes for next year.

The deputy head has investigated the complaint and has advised me that the head of department has in fact held departmental meetings where curriculum matters have been discussed. He has not informed staff about the allocation of classes for the coming year (a) because he is not sure what the department staff strength will be and (b) because although the practice usually adopted is to allocate classes at the end of the summer term the particular circumstances existing meant that this could not be done before September. I have some sympathy for the head of department because he has been alerted to the possibility that three members of staff will be redeployed, and it is likely that two of them will be drawn from the English Department. But I am still negotiating with the LEA on this matter and unfortunately I am not in a position to confirm or deny this possibility.

The deputy head has informed the teacher who complained that there are no grounds for her assertion about departmental meetings, and the issue of class allocation is being dealt with.

It seems she is dissatisfied with the Deputy Head's answers and is preparing to pursue her apparent grievance with her union."

The Dissatisfied English Teacher

ISSUES FOR CONSIDERATION

This incident raises many issues about the practice of staff communication in the school, including the conduct of Departmental Meetings. Questions which should be addressed are:

- did the head of department draw up agendas for meetings?
- were Minutes taken of the meetings and subsequently circulated?
- did the Headteacher or deputy head receive copies of the agendas and Minutes?

The fact that the teacher had made numerous complaints, raises questions about the initial handling of the grievances.

It is likely that the teacher has heard about the issue of redeploying staff via the school 'grapevine' and may feel personally vulnerable.

Are the rumours sufficient justification for a departure to be made from the usual practice of allocating classes at the end of the summer term?

Given that the Headteacher does not wish to prejudice his negotiations over staff redeployment with the LEA, and assuming he would prefer the union did not become formally involved at this stage, what advice would you give him?

Should he:

* press the LEA for an early reply?

cont./...

The Dissatisfied English Teacher

* counsel the teacher concerned and give what assurances he can in the circumstances?
* call a full staff meeting and explain the position about staff redeployment?
* take the staff union representatives into his confidence in order to gain their support?

All of these approaches carry implications including those outlined below.

The Headteacher may undermine his case to the LEA by insisting the officers make an early response.

Counselling the teacher successfully may involve the disclosure of information which her peers and relatively senior colleagues do not possess. This raises questions about: the protocol of elevating a young teacher to a privileged position vis-a-vis other staff; the reliability of the teacher to respect confidences; the ability of the Headteacher to stand by any assurances given.

Holding a staff meeting to discuss the issue of redeployment inevitably means that the Headteacher should be prepared to answer questions about such matters as the criteria used for identifying staff for redeployment. It may also be anticipated that the focus of the discussion will widen to include questions about the current and future aims of the school and indeed LEA policies.

If the Headteacher fails to obtain the support of the staff union representatives, then the union may become formally involved, and as a result negotiations about staff redeployment are likely to be even more protracted.

The Dissatisfied English Teacher

Before embarking on a course of action, ostensibly in response to an individual grievance, the Headteacher will obviously wish to reflect upon the merits or otherwise of a range of approaches. He/she may also wish to consider whether the grievance could have been dealt with more adroitly when it was first raised.

2. After School Staff Meetings

"When I came I wanted regular meetings with the staff. This had been an ex-technical grammar. This was an unusual staff - very old-fashioned view of school teaching with very old-fashioned values. The previous Headteacher did everything (kept everything to himself) and told them what to do. The staff did not take any decisions. In my previous school we always met as a management team, the Headteachers and three deputy heads... policies emerged generally developing all the time. When I came here staff refused to stay after 3.30 for meetings."

After School Staff Meetings

ISSUES FOR CONSIDERATION

It appears that the previous Headteacher was not overly concerned with developing the processes of staff communication.

How would you build up staff confidence in the various means used for staff communications?

Would you involve staff in a review of existing practices and gradually introduce changes where appropriate?

In the short term would you:

* check staff contracts of employment and associated job guidelines?
* try to come to an agreement or arrangement with the staff union representatives?
* advise members of staff of the sanctions you have at your disposal if they are not prepared to co-operate?
* be prepared to send children home half an hour early if staff were prepared to stay on an additional half an hour?
* other?

3. A Clash of Meetings

"The union in this school have a very healthy union committee. Six heads of department (out of 12) and one on the local Executive. This can cause difficulties because it draws them out of school. For example, the second Tuesday in the month is scheduled for parents evening. Now they have thrown everything into confusion by choosing that evening for their Executive meetings."

A Clash of Meetings

ISSUES FOR CONSIDERATION

This incident points to an underlying problem with the communication arrangements between the Headteacher and staff union representatives.

What action would you advise the Headteacher to take to resolve the immediate problem. Should he:

* seek to persuade the staff union representatives that they should re-arrange their meetings and abide by their professional obligation to attend parents' evenings?
* raise the issue at the level of the LEA as a matter of principle?
* change the schedule for parents' evenings?

For the longer term, should he:

* review the existing practices with regard to staff representatives having 'time off' to engage in trade union activities in the light of the test of reasonableness?
* encourage the staff union representatives to liaise more closely e.g. by holding regular meetings with them - formal and/or informal - to avoid misunderstandings about operational requirements of the school?

cont./...

A Clash of Meetings

* advise the Secretary of the local Association of the dates and times of those meetings requiring the attendance of staff?
* other?

The proposals you make will, of course, be largely dictated by the particular circumstances of the school, especially the personalities of those concerned. The actions listed above are included merely as a framework for debate and possible coping strategies, and are in no way exhaustive.

4. A Chance Meeting Between the Head of Craft & Caretaker

"The head of Craft has just recounted to me the caretaker's reaction when he drew his attention to a vandalised panel in the wood cladding covering water pipes, mains and telephone cables. Access to these cables had already resulted in the Craftroom telephone connection being vandalised and repaired twice.

It seems he was told by the caretaker that it was my fault for not ensuring proper supervision of the Block at lunch break. Teachers should do what they are paid for, the public pay us to discipline children and we take every opportunity to avoid that responsibility and so on. This harangue was completely unprovoked and very surprising to the head of Craft, whose relationship with the caretaker had always been of a mutually co-operative nature involving neither rancour nor ill-feeling."

A Chance Meeting Between the Head of Craft & Caretaker

ISSUES FOR CONSIDERATION

It is possible the caretaker is simply using the head of Craft as a vehicle for his grievances in which case it raises questions about the communication arrangements and personal relationships between the Headteacher and caretaker. Equally, the head of Craft may have been tactless in the way he raised the issue with the caretaker, or shared the caretaker's concern about supervisory arrangements for the Block in question.

Whatever the case, the system of communication appears to be inadequate.

What advice would you give the Headteacher?

Should he:

* accept that the caretaker will 'sound off' from time to time?
* ignore the possibility that the caretaker's remarks are designed to undermine the authority of the Headteacher?
* ask a deputy head to report on the adequacy of the supervisory arrangements?
* see the caretaker and take advantage of the opportunity presented by this incident to review existing communication practices?
* other?

5. Inadequate Cleaning of the Science Block

"I had a complaint from the head of Science that the Science Block is in a particularly dirty condition. In his view it does not reflect well on the school and might well constitute a health and safety hazard.

Accordingly, I instructed the deputy head to look into the matter and report back to me. She informs me that the lab. technicians are supposed to clean the desks and floors. No-one it seems, has a daily or weekly responsibility for cleaning any walls more than 3' feet above the ground, and that amongst the cleaners, cleaning the Art rooms and Science Block is the most unpopular of their tasks.

I subsequently saw the caretaker and he informs me that owing to the shortage of staff, because of sickness and the cutback in the numbers of hours available for cleaning, cleaners have had to be deployed to more important tasks."

Inadequate Cleaning of the Science Block

ISSUES FOR CONSIDERATION

This case illustrates problems which can arise as a consequence of poor supervisory arrangements. Whilst the caretaker, as the immediate supervisor, is obviously not exercising effective control over his staff, questions may also be asked about the role of the LEA Supervisor (assuming there is one) and, the Headteacher's apparent ignorance of what was occurring.

What advice would you give the Headteacher?

Should he:

* ask the LEA Supervisor to sort the matter out?
* discuss the problem with the caretaker and offer guidance about the scheduling of cleaning tasks?
* remind teaching staff of their responsibility for ensuring that classrooms and laboratories are left in a reasonable condition?
* review the existing communication arrangements between caretaking and teaching staff, especially the Headteacher?
* other?

6. A Memo From The Caretaker

Headmaster,

Would you kindly arrange for me to speak to the Chairman of Governors.

Subject: "This seedy and somewhat depressing school."

Mr Smith
Caretaker

A Memo From The Caretaker

ISSUES FOR CONSIDERATION

It may be construed from the memo that the caretaker has little confidence in the Headteacher's ability to improve the school environment. It also suggests that communications between the Headteacher and caretaker are ineffective. Whilst these observations may have substance there is also the possibility that the caretaker is seeking to elevate his personal status by gaining formal access to the Chairman of Governors.

How should the Headteacher respond to the caretaker's request?

Should he:

* accede to the caretaker's request and approach the Chairman of Governors?
* seek the advice of the LEA?
* discuss the memo with the caretaker?
* ignore the memo?
* draw up an agenda on matters pertaining to the school environment and call a full staff meeting, including support staff to discuss the agenda items?
* other?

7. The Absence of Cleaning Staff in the Vacation

"I came into school on the last Friday of the Christmas vacation to find that the school had not been cleaned at all over the vacation.

I asked the caretaker for an explanation and he informed me that the cleaners have refused to work in the school since the temperature has been below the minimum level set out in the Regulations.

The caretaker claimed that he had endeavoured to contact the LEA supervisor but without success. When asked why he had not informed me he said that he had rung on a number of occasions and had got no reply."

(NB It is LEA policy to switch off all heating over the vacation to save money.)

The Absence of Cleaning Staff in the Vacation

ISSUES FOR CONSIDERATION

A charitable explanation for the Headteacher being unaware of the situation was that he was away on holiday, or sick. There is also the suggestion that senior colleagues have not fulfilled their obligations under the holiday roster arrangements. Notwithstanding these aspects, the caretaker bears the chief responsibility for what has occurred and does not appear to have expended much energy in contacting someone in authority to alleviate the situation.

The immediate problem for the Headteacher is the unsatisfactory condition of the school.

What advice would you give the Headteacher?

Should he:

* check with other Headteachers to determine whether they have experienced similar problems in their schools?
* inform the LEA supervisor of the position and ask whether it would be possible to draft in additional cleaning staff for a few hours to help clear the backlog of cleaning work?
* endeavour to persuade the LEA to provide adequate heating, and pay double time to the cleaners to work over the weekend?
* other?

cont./...

The Absence of Cleaning Staff in the Vacation

What advice would you give to the Headteacher to minimise the chances of this situation arising in the future?

Should he:

* review the holiday roster arrangements applying to senior colleagues?
* endeavour to find out the reasons for the caretaker's apparent unconcern and, if appropriate, recommend that disciplinary action be initiated against him?
* examine his personal relationship with the caretaker and (if possible) establish a working rapport?
* other?

8. The Disclosure of Confidential Information

"While the strike was on a union representative (a member of my staff) took part in a debate at another school where he disclosed confidential information about the reading standard of children arriving at this school from the feeder primaries. The information was interpreted as implying that the three primary schools were not doing their job since so many remedial children were arriving at this school. The effect on the primary Headteachers was devastating. As a result, there were complaints from all three primary Headteachers to ascertain (a) if the figures were true, and (b) where the information had come from. I then received a visit from the Chief Inspector and the Primary Adviser."

The Disclosure of Confidential Information

ISSUES FOR CONSIDERATION

In circumstances of collective action the Headteacher's external communication links will almost certainly be severely tested, chiefly because the abnormal situation provides a rich breeding ground for rumours and information leaks. Whilst these cannot be prevented, their impact might be contained where effective communication arrangements with external agencies are already in existence.

What advice would you give to the Headteacher?

Should she:

* clarify the situation with the union representative concerned?
* seek assistance of the Secretary of the local Association to ascertain what the representative had actually said at the meeting?
* advise the primary Headteachers that the records about children's reading standards are routine administrative practice and that in future they will be regularly up-dated on the position?
* write to all members of staff reminding them of their professional obligations and the contractual conditions applying to the release of information?
* other?

9. Distribution of Union Literature at a Parents' Evening

"The union informed me that they wished to distribute leaflets at the forthcoming parents' evening on the impact of the cuts, and the action they consequently felt obliged to take. It was made clear to me that members of the union would distribute the papers to the parents' homes if permission was not forthcoming.

In view of their intentions I contacted the CEO and asked if he would write either to refuse or authorise the distribution of the leaflets.

I subsequently received a letter from the CEO to the effect that the LEA had not authorised any such distribution."

Distribution of Union Literature at a Parents' Evening

ISSUES FOR CONSIDERATION

This incident points to the sorts of difficulties Headteachers face where responsibilities are ill-defined and/or there is a reluctance to communicate clear cut decisions because to do so might exacerbate the situation.

What advice would you give to the Headteacher?

Should he:

* discuss the matter with senior colleagues in the school?
* seek the views of other Headteachers in the LEA?
* obtain the advice of the Chairman of Governors?
* seek clarification from the CEO?
* refuse permission to distribute pamphlets at the parents' evening on the grounds that it is an inappropriate forum and would set a precedent for (say) non teachers unions to demand a similar facility?
* grant permission on the clear understanding that the pamphlets would be distributed at the end of the parents' evening?
* notify the CEO that he had acceded to the union's request because to refuse would be to run the risk of parents being inconvenienced in their homes?
* other?

10. The Union's Parents' Evening

"This is a voluntary aided school. I am a member of the union which took strike action but because I am over 60 years of age the union instructed me not to strike.

On the instructions of the local union executive the school based representative asked whether I would allow the school premises to be used for a meeting of parents, called by the union to explain their position in the dispute. They also asked me to chair the meeting. I approached the Governors for advice but they were not particularly helpful because the situation was new to them and they were not sure where they stood legally.

Since I have responsibility for lettings I agreed to hold the meeting on school premises, and agreed to chair it. About half the Governors; two officials of the union; non striking teachers (as observers only); and, the striking teachers attended. As it happens the Governors who attended were also Councillors. It was a rancorous meeting and there was a lot of bitterness towards the union which came as a shock to them since they thought the parents were behind them. They did not expect to be confronted by angry parents.

Facts and figures were presented by the Councillors which had not filtered through from the LEA. It was a good defusing meeting but it did leave a sour taste."

The Union's Parents' Evening

ISSUES FOR CONSIDERATION

In circumstances of a dispute the need to communicate effectively with parents becomes a more pressing issue than during the normal calendar of school life. Parents will naturally be concerned about the disruption to their children's education and indeed their safety, and will look to the Headteacher to ameliorate matters.

What advice would you have given to the Headteacher?

Should he have:

* consulted with senior colleagues, LEA, other Headteachers before agreeing to the meeting?
* refused permission to hold the meeting on the grounds that it was inappropriate for the union to attempt to further their aims in such a forum?
* refused subject to the authorisation of Governors?
* refused to chair the meeting on the grounds that it might compromise the position of the Headteacher?
* suggested an alternative venue to the union?
* other?

11. The Strike Committee's Letter to the Examination Board

"The second deputy showed me a copy of the letter the Strike Committee had sent to the Examinations Board. I was appalled by the general tenor of the letter and the temerity of the Committee in taking it upon themselves to write to the Board.

In essence the letter outlined the reasons underlying the strike and the educational aims they sought to achieve. The Committee also expressed their personal concern and made proposals for minimising the impact of the dispute on the pupils."

The Strike Committee's Letter to the Examination Board

ISSUES FOR CONSIDERATION

This incident demonstrates the importance of establishing and monitoring a communication link with such committees. There is no guarantee of course that the Headteacher will be consulted about the intentions of those engaged in collective action. But there remains the possibility of bringing wiser counsel to bear, whereas if there is no contact the Headteacher will invariably be one of the last people to hear about what has occurred.

What advice would you give to the Headteacher?

Should he:

* notify the LEA?
* seek the advice of his own professional Association?
* write a disclaiming letter to the Examinations Board?
* contact the local Secretary of the Association concerned and endeavour to obtain an assurance that this kind of action will not be repeated?
* contact the Strike Committee to clarify the nature of the proposals they have for minimising the disruption and to co-operate if possible?
* other?

Part Three

INDIVIDUAL GRIEVANCE

1. School Secretary v Caretaker

"The secretary told me this morning that she was thinking of resigning because she was not prepared to do the caretaker's work. It seems that he has dumped all the time sheets and quite a lot of outstanding paperwork on her desk and told her it is her job to complete these forms, he isn't a clerk.

I took the matter up with him and he said that 'he isn't paid to do clerical work. He has his hands full with his own job, and if he is ¼p out on someone's pay then all hell breaks loose.'"

School Secretary v Caretaker

ISSUES FOR CONSIDERATION

Has it been established as to whether or not the school office should provide clerical/secretarial assistance to the caretaker? If not, then what is the problem, of which this action is a manifestation, really about?

Whose job is it to sit down and talk with the caretaker about his difficulties?

Does the Headteacher have anything to negotiate with?

2. Lab. Technicians: A Demand for Parity

"A feature of this school is that we all get on very well together, but I have to confess that tensions have begun to emerge among some members of the support staff...usually about trivial things. For example, one of the lab. technicians, a lady, has for some time started work at 7.00 a.m. in order that she could finish at 4.00 p.m. Another of the lab. technicians has just asked the head of Science why she couldn't work the same hours.

I have rejected the request on the grounds that there would be no one available to cover at all in the Science Block between 4.00 and 5.00 p.m.

The deputy head has advised me that the lady, after consultation with her union representative, is now to institute the grievance procedure."

Lab. Technicians: A Demand for Parity

ISSUES FOR CONSIDERATION

This incident illustrates the sort of problem which can arise when an act of goodwill towards one member of staff - apparently a change in the working day - subsequently leads to a demand for parity of treatment by a colleague.

Might this problem have been avoided if the change in practice had been mutually agreed by the lab. technicians concerned?

What does the Headteacher do now?

Should he:

* ascertain whether the work between 4.00 and 5.00 p.m. tends to be more onerous than during the rest of the day?
* check the contracts of employment of the people concerned?
* establish what the personal circumstances of the complainant are?
* suggest the lab. technicians work alternate weeks till 5.00 p.m?
* consider how to refute claims of discriminatory treatment?
* other?

3. Offset Litho Operator and the Use of Chemicals

"We have recently installed an offset litho and the repro technician claims that the chemicals she has to use are a health hazard. It seems she is convinced that the chemicals will damage her skin.

The representatives for the manufacturer came to talk with her, explained the use of the chemicals and reassured her that her fears were groundless. She still refuses to use the offset litho on the grounds that it isn't safe to use."

Offset Litho Operator and the Use of Chemicals

ISSUES FOR CONSIDERATION

It is axiomatic that the introduction of 'new' equipment is likely to induce a variety of responses from those directly involved, ranging from a positive welcome to outright hostility.

It should not be assumed that the repro technician has an innate Luddite view of new equipment. It might be that she lacks confidence in her ability to operate the litho because she did not receive the necessary training and/or insufficient attention was addressed to the personal trauma of a change in work practices. Equally, her response might be rooted in some other issue(s) and the litho is merely an opportunity to bring attention to the real problem.

What does the Headteacher do now?

Should he:

* seek advice from the LEA?
* endeavour to ascertain what action she wishes to be taken so that she will work the litho?
* buy overalls and a pair of rubber gloves from the school fund?
* other?

4. The Headteacher's Instructions to the Caretaker

It is now Wednesday. School opens again next Monday after the Easter vacation. The builders have finished repairing the damage caused by the fire and the industrial cleaners, hired because the school cleaning staff refused to wash the fume-blackened classroom, have left.

"I gave instructions to the caretaker to clear away the few odd bits of rubbish left by the builders and to organise the washing of the classroom floors. It seems the industrial cleaners were only contracted to wash the walls and ceilings of the classroom.

The caretaker refused to do either. Claimed it was not his job. He subsequently contacted the Supervisor of Caretakers and his local union representative.

The union area representative came to see me and told me that the caretaker (and cleaners) are acting within their rights, the instructions were unreasonable.

The union official announced that he is to meet with the Supervisor of Caretakers next week to discuss the caretaker's grievance."

The Headteacher's Instructions to the Caretaker

ISSUES FOR CONSIDERATION

This incident highlights the sort of problems which can arise where there is a system of dual reporting, and indeed, a lack of appreciation by the Headteacher about the subtleties of the cleaning regulations.

Where there is any doubt about the status of an instruction, and where, from past experience, the co-operation of the caretaker cannot be guaranteed, the Headteacher may be well advised to check with the LEA supervisor before issuing such instructions.

The caretaker's grievance is now in the hands of his union who could make things difficult for the Headteacher.

What advice would you give to the Headteacher which may help him to retrieve the situation?

Should he:

* check his position with the LEA?
* have a quiet word with the caretaker and endeavour to resolve their difference amicably?
* seek to persuade the LEA to pay a bonus to the cleaners to clean the area left by the cleaning contractors?
* suggest to the LEA that the builders be asked to clear up the mess they left?
* other?

5. The Caretaker's List of Unreasonable Instructions

"After enduring many altercations with the caretaker he sent me this list of what he regards as unreasonable instructions."

UNREASONABLE INSTRUCTIONS

Cleaning outside windows
Assisting contractors to hang curtains in the Great Hall
Work outside school perimeter
Sweeping up grass left by the groundsman
Working outside in the rain cleaning drains
Lifting heavy/ungainly items without protective footwear
Getting keys cut locally so that school meals service and Headteacher can keep originals
Cleaning spilt printing ink off carpet
Walking over muddy flower bed to clear paper out of drain
Removing chewing gum from all over the school.

Caretaker

The Caretaker's List of Unreasonable Instructions

ISSUES FOR CONSIDERATION

The Headteacher should resist the temptation to write to the caretaker to inform him "that one of us will have to go and I have no intention of leaving". Neither will he or she wish to respond in detail. An acknowledgement of receipt will suffice, pending an investigation.

The fact that the Headteacher has had numerous altercations with the caretaker confirms that all is not well between them. This could be for a variety of reasons including the following:

- the caretaker is unsuited for the job which raises questions about the selection procedure
- the personalities of the Headteacher and caretaker are incompatible
- the caretaker has a deep-rooted sense of grievance (which may or may not relate to the tasks referred to in the list) and the Headteacher has not attempted to resolve the problem
- the personal circumstances of the caretaker e.g. health or domestic problems.

What advice would you give the Headteacher?

Should she:

* discuss the caretaker's list with senior colleagues to see whether they can throw any light on his behaviour?
* other?

6. The Caretaker's Working Day

"Two members of the teaching staff slipped over on the wet floor in the corridor. I asked the caretaker if he would use his suction machine in the corridor, but he refused on the grounds that he had completed his cleaning schedule for the day and he would not receive any additional payment."

The Caretaker's Working Day

ISSUES FOR CONSIDERATION

Without knowing the caretaker's personal disposition; his relationship with the Headteacher; and whether he is in dispute with the LEA, we can only speculate about his reasons for refusing to dry the floor. However, inappropriate action by the Headteacher or indeed senior staff could so easily result in escalating this apparently minor issue to a status it should not merit.

If the issue cannot be settled amicably what advice would you give the Headteacher?

Should he:

* initially determine whether the caretaking staff were responsible for the wet floor?
* remind the caretaker of his responsibilities under the Health and Safety at Work Act?
* contact the LEA supervisor and ask him/her to bring influence to bear on the caretaker?
* suggest to the caretaker that the two teachers concerned might be justified in invoking the grievance procedure?
* other?

7. The Head of Department's Sense of Humour

"The head of Maths, near to retiring now, had resigned from the union during the previous work to rule. He had an extremely 'dry' sense of humour and used to pull the legs of the pickets when he passed through the picket line each morning. The union representative did not share his sense of humour and complained to me in writing. As the Headteacher I was bound to inform the head of Maths about the complaint. He subsequently protested that the proper procedure had not been followed and he had not been informed of the representative's complaint in detail and had not been sent a copy of the letter setting out the complaint. He also wrote to the union headquarters complaining that the representative had not followed agreed procedure and would they discipline the man."

The Head of Department's Sense of Humour

ISSUES FOR CONSIDERATION

A souring of relationships between individuals is obviously a matter of concern for the Headteacher for it can so easily lead to other members of staff taking sides and to discord in the staffroom. This places a premium on the mediation skills of the Headteacher.

What advice would you give to the Headteacher?

Should he:

* endeavour to persuade the head of Maths to drop the matter?
* invite the two members of staff concerned to join him in an informal setting and attempt to resolve their differencesamicably?
* simply inform the union representative that he could not invoke the grievance procedure, since by taking strike action he had suspended his contract of employment?
* seek the assistance of the Secretary of the local Association to resolve the differences between the union representative and the head of Maths?

8. Incompatible Personalities

"Last week a junior member of my staff came to my room and complained about the noise coming from the adjoining classroom.

I asked her whether she had spoken to the teacher taking the class next door and she replied that she had, but that the noise had continued unabated. I then asked her whether she had reported the matter to her head of department and she told me that he had advised her to see me.

I subsequently asked one of my deputies to investigate the teacher's complaint. The deputy has since informed me that he had spoken with both of the teachers concerned and the crux of the problem seemd to be one of incompatible personalities, and that he could find no evidence which would substantiate the teacher's grievance. This morning I have discovered that the issue has become a bit of a cause celebre in the staffroom with colleagues taking sides."

Incompatible Personalities

ISSUES FOR CONSIDERATION

Is there a formal staff grievance procedure in the school and are staff aware of their responsibility to follow the correct procedure when they have a grievance?

Has the head of department received any guidance about handling staff grievances and are his responsibilities clearly defined?

Should the Headteacher become personally involved in matters of this kind?

What advice would you give to the Headteacher?

Should he:

* do nothing and hope the problem goes away?
* instruct the head of department to remind the two members of staff about the standard of professional behaviour expected of teachers in the school?
* ask the appropriate staff union representative to mediate between the teachers directly concerned?
* let it be known that problems arising from inter-personal friction may lead to disciplinary action being taken against those concerned?
* instruct the deputy headteacher to change the classrooms of the teachers involved so that they do not occupy adjoining rooms?
* other?

Part Four

COLLECTIVE GRIEVANCE

1. Lunchtime Supervision & Secret Ballot

"Lunchtime supervision is a very difficult area. The 1968 Agreement recognised that the Headteacher should be entitled to a free lunchtime, but also that the Headteacher should be responsible for lunchtime supervision. It also said that no teacher should have to cover lunchtime duties.

Attitudes have changed. People are more union minded and they tend to toe the union line. They came out on lunchtime supervision. Although some do it voluntarily you cannot make anyone do it. We did have a team of fifteen but half have dropped out, some because of extra curricula activities. I had a discussion with staff and it was agreed to hold a secret ballot. The outcome of that was that two thirds of the staff wanted a system for lunchtime supervision which would involve all members of staff. However, the others wanted the voluntary duty team system to continue."

Lunchtime Supervision & Secret Ballot

ISSUES FOR CONSIDERATION

This case illustrates the difficulties which can so easily arise when a secret ballot is held in an attempt to resolve a contentious issue.

If the decision is made to hold a secret ballot then the purpose has to be clearly understood and accepted by all concerned. The form of words on the ballot paper should be agreed beforehand to minimise confusion in the minds of the voters. It is also necessary to reach prior agreement about the system of voting i.e, a simple majority, two thirds and so on. Attention also needs to be addressed to the possibility of a number of staff who may choose not to participate in the ballot. The fact that there are a multiplicity of unions representing staff in schools with different policies points to the inherent difficulty of achieving maximum participation in a ballot.

What does the Headteacher do now?

Would you advise him to:

* seek to persuade the minority of staff to accept the majority view expressed in the ballot?
* endeavour to continue with the voluntary system?
* inform the LEA that he was unable to provide adequate supervision and close the school at lunchtime?
* ask the LEA to supply mid-day assistants?

cont./...

Lunchtime Supervision & Secret Ballot

The secret ballot does not appear to have resolved the issue and arguably has only exacerbated the situation by reinforcing divisions among staff.

2. Cover Arrangements for Absent Staff: 4 Cases

"In this school cover for staff absent through illness is managed through a totting-up system. The totting-up system attempts to spread fairly the amount of cover done by individual members of staff. The staff agreed to this arrangement some years ago. The totting-up system only works for up to three days cover, thereafter a request is put in for a relief teacher.

If at that time the staff said they will not cover we would leave it and send the children out for 40 minutes. If the staff were not prepared to be flexible it would cause chaos. The alternative would mean sending the whole school home for the afternoon. In other schools when there was a ban on supply teachers they sent the children home."

cont./...

Cover Arrangements for Absent Staff

(2)

"On a day to day basis there was a running battle with a small group of union members who supported the strike and who increasingly involved the school representative, who was finding himself forced into maintaining an entrenched hard line position. There were constant grievances that the cover arrangements were unfair. The main cause of the grievances was human frailty. The Senior Mistress, who arranged the cover, was mainly concerned with efficiency and made decisions which, although seemed reasonable at the time, were open to misinterpretation. Whilst teachers would be nominated in strict order over a period of a week, she varied the substitution to put the weaker teachers with the easier classes. One teacher felt aggrieved at being called to cover three times in a week. I invariably settled the matter by overruling the Deputy by changing the cover, although occasionally it was too late, and when we could not agree we agreed to differ. Although I introduced the system so it could be seen to be fair I never envisaged that this would be the only cover to be applied. I eventually told the school representative that I have the prerogative to deploy any member of staff, and, if necessary, even to manipulate the timetable. The various unions, from different points of view would have it otherwise. All sought to have the system as sacrosanct. The managerial decision I made was that if we cannot agree the working of the system, then get rid of it."

cont./...

Cover Arrangements for Absent Staff

(3)

"When half of my staff were already out on strike the representative of one of the unions still working informed me in a letter that his members would only cover within the ratio of their membership to total staff and in any event would not cover for more than two days. I suggested in a notice circulated to staff that the ratio should be those teachers working normally and not include those on strike. I invited the trade union representative into my office and told him that I had not been informed of his 'instruction' by the LEA and thought, personally, that it seemed rather unreasonable. The representative was adamant and said he would duly instruct his members to follow the 'union instruction'. I told the representative that if it was a union instruction then it had nothing to do with me. Following the discussion I phoned the LEA and told them I thought the instruction was unreasonable. The LEA said they had not been informed of the instruction but that they would find out. The LEA officer phoned the Strike Committee, who confirmed the instruction. Two days later I received a letter from the Strike Committee Secretary which criticised my action in phoning the LEA as being provocative and acting outside of procedure and that they were considering instituting a formal complaint. I maintained that it had nothing to do with me. I think it is proper for the LEA officers to deal with external union officials."

cont./...

Cover Arrangements for Absent Staff

(4)

"The union representative in this school informed me that some members of staff would refuse to cover for absent colleagues after three days. I was aware that this was not the policy of the local association so I phoned them and explained that the members concerned threatening action in my school would be in breach of contract. I also asked the school representative for a list of teachers who would be taking action. He would not provide this so I told him that I would have to notify the office because the LEA is the employer. He said that was my prerogative, and as an aside he said that his members were prepared to withdraw from all voluntary duties. So I played it by the book and cancelled all meetings, etc. The representative said you cannot do that. That it would harm morale in this school. I told him that if you withdraw from the consultative process you must expect arbitrary decisions."

Cover Arrangements for Absent Staff

ISSUES FOR CONSIDERATION

Although there is no legal prescription on the upper limit of the size of a class, care should be taken to ensure that neither children nor staff are put at risk under the provisions of the Health and Safety at Work Act.

A distinction should be made between supervising and teaching a class. To instruct a teacher to teach a subject in which he/she has no competence might be construed as an unreasonable demand, in which case a teacher's refusal to cover for an absent colleague may not constitute a breach of contract. On the other hand, a teacher may not be fulfilling the contract if he/she refuses to supervise a class unless it would mean putting the health and safety of children at risk.

It should also be noted that if a teacher unreasonably refuses to cover for an absent colleague the Headteacher may exclude him/her from the school premises and the LEA may withhold salary until the person is willing to comply with such instructions.

Is it advisable for Headteachers to adopt a strictly legalistic stance when the no cover sanction is official union policy?

3. Catering v Caretaking Staff

"Until recently the custom in this school was that the caretaking staff had an understanding with the caterers that they would clean certain areas in return for a free meal. Since the wages of the caterers are now related to turnover of meals they are refusing the supply the caretaking staff with free meals. This is causing all sorts of problems.

Last week one of the assistant caretakers claimed he slipped on a chip in the school dining room and jarred his back which necessitated him having the rest of the day off.

Yesterday the caretaker came to me and demanded that I do soemthing about the school meals staff who, according to him, were not carrying out their proper duties. Tables and chairs were left scattered about and the floors, for which they were responsible, were not properly cleaned.

In this school the Hall is used as a teaching room, but as far as possible is not timetabled for the periods immediately before and after lunch. The practice is that the caretakers clean the Hall and hand it over to the school meals staff in a fit condition for lunch. They, in turn, clean the Hall after lunch so that classes can be resumed without further interruptions from the caretaking staff.

In response to the caretaker's complaint I had a quiet word with the catering supervisor but she is adamant that there is no truth in his accusations."

Catering v Caretaking Staff

ISSUES FOR CONSIDERATION

In times of crisis the lack of orderly arrangements regarding clear agreement as to duties, channels of communications and lines of authority, all contribute to minor upsets simmering unnoticed until a major confrontation is to hand.

What advice would you give to the Headteacher?

Should he:

* do nothing and hope the problem will go away?
* monitor the existing arrangements for (say) a week?
* get the catering supervisor and caretaker together and endeavour to reach an amicable agreement about cleaning duties?
* seek the assistance of the LEA to resolve the issue ?
* other?

4. Caretaking Staff v The LEA

Dear Headteacher,

Following from a recent directive from the CEO, on a recent 'measuring up' of the gross and net floor measurements at the school, it was found that a considerable amount of cleaning hours needed to be withdrawn from the present establishment.

On the present Cleaning Establishment, a reduction of 82 cleaning hours is needed to get the correct Cleaning Establishment. At present there are three part-time temporary cleaners, totalling 24 hours. These, of course, will be asked to terminate their employment, leaving a total of 58 hours over-staffed.

At a recent meeting held at the school with officials and Trade Union representatives it was requested that the Supervisor should re-allocate the workload. This request has now been carried out. The over-staffed 58 hours has been calculated in the new re-allocation of workload.

Even with this new allocation there are still areas of the school over-staffed and other sections working to the correct workload. To try to be fair all round more time has been allocated to the difficult cleaning areas, with which all schools have similar problems. Obviously the extra time given to these areas will have to be withdrawn if and when natural wastage occurs. The re-allocation of the workload will be re-assessed at such time.

Supervisor of Caretakers (LEA)

"On receipt of this letter I invited the caretaker to come and discuss the implications for cleaning the school. He then informed me that he was pursuing the issue through his union and industrial action by the school caretaking staff was a distinct possibility. In view of these developments, the caretaker thought there was little to be gained from discussing the problems with me."

Caretaking Staff v The LEA

ISSUES FOR CONSIDERATION

This case is an example of a problem arising in the school as a consequence of external policy decisions which lie beyond the Headteacher's sphere of influence and control. Nevertheless, the Headteacher cannot abrogate his or her responsibility for the daily operation of the school of which safety and cleanliness of the school environment are a part.

In this incident the Headteacher has learned somewhat fortuitously of the likelihood of industrial action involving the caretaking staff.

In the circumstances as presented what advice would you give the Headteacher?

Should she:

* try to elicit from the caretaker what kind of industrial action is envisaged?
* seek the advice of the LEA?
* ascertain the policy of her association on such matters?
* discuss the issue with senior colleagues and detail the possible implications arising from the industrial action?
* call a staff meeting and alert colleagues to what may occur and the need to avoid exacerbating the situation?

cont./...

Caretaking Staff v The LEA

* alert the LEA to the possible consequences for the school in the event of industrial action, and the way(s) in which the impact may be minimised?
* other?

5. The Cleaners' Work Practices

"The cleaners have been at this school for many years and they insist on working to a system devised many years ago which is no longer appropriate. In spite of the new equipment they refuse to change their traditional working practices."

The Cleaners' Work Practices

ISSUES FOR CONSIDERATION

As the leader of the school community the Headteacher is necessarily concerned about the effectiveness of school cleaning, but he or she will wish to consider the manifestations of becoming directly involved in matters of this kind.

What advice would you give to the Headteacher?

Should she:

* detail the problems arising from the cleaners' reluctance to co-operate by refusing to depart from traditional working practices?
* have a quiet word with the caretaker to try and ascertain the reason(s) for the cleaners' behaviour?
* ask the LEA to intercede and/or the Governors in the case of a voluntary aided school?
* other?

6. Impending Strike: Headteachers' Memoranda

(A)

In the case below, the Headteacher concerned has been experiencing limited industrial action by all his staff - in this case refusal to cover - for six weeks. The letter, reproduced below, was written when it became clear that the largest union was going to instruct all its members to take strike action.

"During the leading up period I issued a memorandum to staff on the possible outcome of the dispute - as to the likelihood of their achieving their objectives, and to draw their attention to the complications of the dispute for this school and the education of its pupils. I issued this at the beginning in order to open a debate. I wanted staff to have the opportunity to consider the issue. I was unsure about the support for the nucleus of hard-core activists. However, I felt that the largest body were not in that category. I was concerned with the implications for the wider membership, for them not to be swayed by the activists. Notwithstanding, I enjoyed the best of relationships with the union activists. I had my discussions with them and made no secret of my views, and in the end begged to differ. A position of mutual respect. This was a conscious act. A personal decision. It is part of the role of management. However, before I sent the memorandum out I had a chat with the union representative about the document."

cont./...

Impending Strike: Headteachers' Memoranda

(A)

MEMORANDUM TO ALL STAFF

In writing this memo I must make it absolutely clear that I am in no way attempting to undermine the authority of teachers' professional associations. My motives are born of one very simple responsibility, that of concern for the welfare of the pupils of this school. A concern that I know is shared by all Staff. I believe, however, that it is only too probable that the industrial action being taken at present may well cause irreparable damage to the education of our present pupils, and even the achievement of the objectives of such action may well be nullified by the damage done to the school.

It is, furthermore, no part of my responsibility to be concerned with either the political or Political aspects of the present dispute. My responsibility is to try and set out as fairly and objectively as I can certain aspects of the present situation which may not be immediately apparent to all members of Staff.

One point of controversy between the Union and Authority is on the establishment quota for this school. Whatever the arguments of the case, one point seems to be absolutely and abundantly clear, the reduction in establishment was made as part of the current year's financial cuts, and there is no conceivable way in which those can now be reversed. On this issue I feel I must advise Staff that there is no possible way that any action they take will reverse what has already been done. The likelihood of further cuts in establishment in the coming financial year is also, I fear, virtually certain. Whilst, therefore, I can fully understand and sympathise with the desire of Staff to register as strongly as possible their total opposition on educational grounds to harming the school further by cuts, I am bound to say I think the Authority has very little choice in this matter.

My major concern, however, is to consider the effects that the present industrial action is having and will continue to have upon the school and the education of its pupils, rather than try to be omniscient and guess what will be the likely effectiveness of industrial action. Staff will have had a chance to see the attendance figures for the first half of the Term, and will have noticed that as the Term has progressed, so the figures have declined. Part of this is no doubt due to natural causes, but I am quite certain that the unrest

cont./...

(A) (2)

engendered in the school by having to send pupils home has undoubtedly been a causative factor. We must, I think, accept that with the onset of winter, Staff absences, again from natural causes, are going to be increased. On the present basis, therefore, greater numbers of pupils will have to be sent home, and each child's turn to be sent home will come round ever more quickly. Once one begins to disrupt the pattern of children's lives, it follows inevitably that they themselves will tend to become more disruptive. Reports coming to me from many sources, as well as from my own observations, show that over recent weeks there has been a general decline in the standards of behaviour, not only are petty disturbances becoming more frequent, but the attitude of the pupils towards correction is changing. Once such a decline in standards starts, Staff will know from their own experience it becomes ever more difficult to stop a momentum, let alone reverse the process. It took at least six years to achieve the standards we attained last year, by universal consent the highest in the school's history. It surely cannot be in our interests, let alone in that of the pupils, to allow these standards to deteriorate. Let me make my own position quite clear. Sympathetic though I am to the Union's cause, my professional and personal conscience will not allow me to sit back and see the pupils' future placed at risk - I may, therefore, have to take such steps as I can to protect their interests and prevent further damage being done. I am, however, equally concerned about the effect on the Staff themselves, and their future prospects.

As I stated at the inaugural Staff Meeting at the beginning of Term, all the secondary schools are now in competition with one another to maintain as large a slice as they can of a diminishing cake. With the freedom of parental choice, which becomes operational this year, it follows that discerning parents will be more particular than ever as to which school they send their children. We in this school have been in the vanguard of the declining rolls during the past five years, and clearly it will require all the positive publicity we can get if we are to halt the decline in our school roll, even to remain at our present level. Already I have received intimations from the Office that as from next year we will be a Group 11 school, and in anticipation of that event my scale points have already been cut. If we achieve an adverse reputation we will harm ourselves in two ways: first, our roll is likely to decline further, with the consequent, inevitable reduction in teaching staff, as well as the reduction of scale points; secondly, we are less likely to attract pupils of those parents who place some value upon education and co-operation, with the inevitable result that we are likely to get pupils whose standards are lower and this in turn must, therefore, make our task more difficult.

Let me repeat again - the concern and opposition of Staff to the education cuts is both understandable and professional, but the manifestation of that concern and opposition may well, if we are not careful, in the long run cause greater hardship to the children and to ourselves. This cannot be the desire of any truly professional teacher.

The decision as to what action or reaction we make is not one that is imposed upon us either by union officials or by local Authority, it is a decision that we each and every one of us take for ourselves. To that extent we are, therefore, each and every one of us morally responsible for our own actions. Over the holiday, I would ask every member of Staff to consider very carefully what the future holds for this school if the present action continues. As one member of the school Staff I would myself be very willing to discuss how our concern could most effectively be shown without, however, causing any extra damage to the school, to the pupils or to the Staff themselves. I cannot, however, continue indefinitely to show goodwill to those who are placing the futures of pupils or Staff in peril. I have written this memo purely and simply out of my concern for the future welfare of the school, its pupils and Staff.

Headteacher

Impending Strike: Headteachers' Memoranda

(B)

"I held a staff meeting with staff who were to continue working normally and sent a memo to staff.

Firstly, I gave instructions of how we would operate during the strike and thus undermine rumours. I made it clear that we would behave scrupulously; we would operate the timetable and maintain no cover, and, we would inform parents of teachers who were at work. Thus the situation would be known to everyone. Secondly, to press the view that when things are over we will have to pick up the pieces. I expressed my own concerns and my own view of the unacceptability of going on strike at a time when examinations were imminent."

cont./...

Impending Strike: Headteachers' Memoranda

(C)

TO ALL STAFF

Strike Action by Members of the Union

I have been given notice that members of the union will be on strike on Tuesday, Wednesday and Thursday of next week and Friday, 26th, and indefinitely thereafter. Therefore Monday and Friday of next week will be normal as will be the Thursday following the half-term break.

All other staff must make themselves available for duty whether there is a job to be done or not. Should the Local Education Authority decide to close the school all staff available for duty would be paid. Any member of staff whose conscience will not allow him or her to cross the picket line would not be entitled to pay.

This school will be open during the strike and I shall be asking non-striking colleagues to do no more or no less than they would do in a normal week. A letter will go out to parents tomorrow outlining the arrangements that I shall be making for the duration of the strike. I should be grateful if Form Tutors would return, by 9.30 a.m. tomorrow morning to their Heads of Year, all letters that have not been given out - with the name of the absent child at the top so that they may be posted. Would Form Tutors collect the Pro Forma, to be signed by the parents, on Monday.

During the strike the pupils are to report at 9.15 a.m. and they will be instructed to go straight to their first lesson at 9.20 a.m. There will be no assemblies during the strike nor will registers be taken. Office staff will mark the registers "School affected by Strike Action". However, all non-striking staff MUST continue the existing practice of calling the register of their group at the start of every lesson. It is very, very important that this instruction is carried out as, in the event of a fire, mark book registers will be the only check whether a pupil is in school or not.

In my letter to parents children will be told to come into school for those lessons only where there is a teacher available to teach them. In my letter to parents I shall

cont./...

(C)

simply list those colleagues who are coming into school as normal. Children MUST NOT be on the site unless they do have a lesson, neither the LEA nor the Headteacher can be responsible for unsupervised children.

In the interests of safety I shall not expect children in Years 1 - 4 to return to school for periods 7 and 8 if they have been out of school periods 5 and 6. However, pupils in Year 5 will be told that they MUST report to all lessons where they have a teacher - including periods 7 and 8. I have already seen the Sixth Form and told them that I shall expect them to be in school full time as normal whether they have a teacher or not. First Form pupils will be told not to come to school on Tuesday mornings as swimming will be cancelled. The two Fifth Form Link Courses will continue as usual.

Initially the school canteen will function as normal and pupils must collect their dinner tickets from the hall at either 9.15 a.m. or 10.30 a.m.

I have been advised that union colleagues will come into school to invigilate external examinations, organise practicals and orals, and to complete CSE forms for course work marks, etc. I should be most grateful if Heads of Department would liaise with the Senior Mistress on this matter to let her know whether they have course work or not. Should the strike go on into next term, I should be in touch with the union representative regarding invigilation of CSE and GCE examinations. I should be most grateful if all members of the union could let me have their current address and telephone number in case I need to get in touch with them during the strike on matters relating to external examinations.

There will be no cover during the duration of the strike, if a non-striking member of staff is absent I shall simply return his or her class home.

I am seeing the teaching staff at 3.10 today and the non-teaching staff at 10.00 a.m. tomorrow to explain the situation; I have seen the other representatives, the caretaker and the cook; I should like to see the school at the following times - Years 4 and 5 at 9.10 a.m. Friday and Years 1, 2 and 3 at 1.10 p.m. I should be grateful if Heads of Year could organise this for me (there is no need for the chairs to be put out).

I have postponed the Third and Fourth Year examinations which should have taken place next week, cancelled the visit of the photographer on the 2nd and the Head of Year Meeting on Thursday 15th. The Annual Swimming Gala has been cancelled. The Third Year option talk to parents due to take place on Monday 8th is postponed - it is now likely to be held on Thursday 25th.

I have been asked to advise those colleagues who are taking part in the action that if they are ill (even for one day) whilst on strike they would be advised to produce a Medical Certificate. It will be assumed that they are on strike unless written evidence is produced. There obviously could be a problem if a member of the union is ill towards the end of the strike and is unable to return to school, if he or she has not obtained a Medical Certificate.

I sincerely hope the strike will be shortlived and that we can all return to our normal duties as soon as possible.

Headteacher

Impending Strike: The Headteachers' Memoranda

ISSUES FOR CONSIDERATION

In a situation of an impending strike by teaching staff the Headteacher will wish to avoid taking action which may exacerbate the difficulties. This calls for fine judgement which is likely to become progressively more difficult to sustain in circumstances of a dispute, if only because the 'ground' rules change almost daily. Thus, during the period of relative calm preceding collective action, the Headteacher will endeavour to reflect very carefully about decisions which will have a bearing on future events.

What advice would you give to the Headteacher?

Should he:

* attempt to influence individual staff decisions to take collective action officially sanctioned by their Association?
* expect the individual members of staff to be conversant with the issues involved and the implications arising from taking strike action?
* consult with staff representatives before issuing communications to staff generally during a collective dispute?
* communicate with staff formally, bearing in mind there is a danger that the interests of the individual union representatives will be served rather than the aims of the Headteacher, either by alienating the staff from the Headteacher or reinforcing divisions among them?

cont./...

Impending Strike: The Headteachers' Memoranda

* hold a staff meeting to engage in an open debate on the issues involved and implications arising from a collective dispute involving teachers?

* what other avenues are open to a Headteacher who decides to take a pro-active stance in a collective teachers' dispute?

Are there other actions a Headteacher should take in the period leading into a strike:

Should:

* the support staff be appraised of the implications of the action for their work?
* the advice of the Chairman of Governors be sought?
* arangements be made for dealing with the Press and media generally?
* advice be scught from the police, and other relevant public services?
* arrangements be made for ensuring delivery of school supplies?

Consider the advisability of:

* notifying parents of teachers who are on strike;
* insisting that members of a union who have been instructed to go on strike to sign their name against the list of strikers provided by the trade union representative;
* trying to maintain the existing timetable;
* asking non-trade union members to take classes timetabled for those on strike.

7. Liaising With Parents

The following letters are included:

- to illustrate the effects of collective grievances and trade union action on the school;

- to provide examples of Headteachers' coping styles;

- to draw attention to some implication arising from providing information to parents.

Liaising With Parents

(A)

Dear Parent(s),

Owing to union action which may take place from time to time in connection with the recent education cuts, it may be necessary to send your child home because he/she cannot be taught during a particular day.

This is in the nature of an advance general warning, in order that you may be aware that this might happen from time to time. It will always be dependent upon the degree of staff absence or sickness at any time, and we will always endeavour to give you notice the day before it is likely to happen. Circumstances may, of course, make this impossible.

We very much regret any interruption in your child's education but you may rest assured that we will do our outmost to minimise the effect upon your son/daughter.

Yours sincerely,

Deputy Head

cont./...

Liaising With Parents

(B)

Dear Parent,

The teachers' union have advised me that, as a protest against cuts in the educational provision, they will be withdrawing goodwill as from Monday, 5th....

This effectively means that no school meals can be provided on the Upper School site as from Monday, and pupils in the 3rd, 4th, 5th and 6th Forms will have to make alternative arrangements for lunch. Those pupils in the 3rd, 4th, 5th and 6th Years who are entitled to free school meals will report to the Lower School site for lunch.

The school gate will be locked at 12 noon and opened again for the afternoon session at 12.50 p.m. No pupils will be allowed on the premises during this period.

At the Lower School site (1st and 2nd Year pupils) meals will be available, but as I will be alone in providing supervision, it must be emphasised that I can only do so if the behaviour of pupils remains reasonable and co-operative, and I will be glad if you would bring this factor to the attention of your son/daughter.

I very much regret this interruption in the provision of school meals, and trust that in due course things will return to normal.

Headteacher

cont./...

Liaising With Parents

(C)

Dear Parent,

In protest about cuts in educational provision in the Borough, the teachers' union is proposing to take strike action as follows:

The strike by those Members of Staff who are in the union will take place on Tuesday, Wednesday and Thursday of next week, the 16th, 17th and 18th. All Members of Staff will be in school on Friday, 19th and all lessons will be taught.

Monday, 22nd and Tuesday, 23rd the school is closed for the half-term holiday.

All Members of Staff will be in school and all lessons will be taught on Wednesday, 24th. From Thursday, 25th the union will continue strike action for an indefinite period.

Whilst the strike is in progress only those Members of Staff who are not members of the union will be available for teaching, and, therefore, only a limited number of classes can be taught.

During this period the Lower School site will be closed and your children will be taught, when possible, at the Upper School site.

Your son/daughter can come into school and be taught whenever a lesson is to be taken by any of the following Members of Staff who will be available for teaching:

In these circumstances there will be some days when your son/daughter cannot be taught at all and will not be at school. There will be other days when pupils are only in school for two or four periods of teaching and will return home when not being taught. However, circumstances might

..../cont.

(C)

cont./.....

also arise where pupils may have to be sent home without prior warning. Parents must be aware that these extra journeys to and from school will involve some risk, particularly to younger pupils, when crossing roads without supervision.

The 6th Year will continue to attend school every day and will be taught where possible and be given private study in as many subjects as possible in order that they may lose as little education as possible at this important time.

No 'unofficial' arrangements have been made with striking Members of Staff to do any teaching outside the school premises, and no such arrangements will be recognised by the school or by the Authority.

School meals will only be available for pupils in school at the Lower School site immediately before lunch, i.e. Periods 3 and 4.

When the strike action is over every effort will be made to notify you of the return to normal schooling through your children and through notices posted at the school gates.

In conclusion, may I express my regret at this interruption in your child's education and hope for your co-operation and support during this difficult time.

Yours sincerely,

Headteacher

Liaising With Parents

ISSUES FOR CONSIDERATION

In circumstances of a dispute one of the Headteacher's chief concerns will be the maintenance of good relationships with the local community generally and parents in particular. As any Headteacher will know, the current standing of the school is a crucial factor in the longer term health and vitality of the school, especially where there are alternatives for parents to choose from.

For a variety of reasons the PR function may be difficult at the best of times, and where pupils' education is subject to disruption the task will inevitably be more onerous. Hence the importance of the need to retain the confidence of parents (and other interested parties) in the viability of the school, notwithstanding the unfortunate consequences of a dispute.

It is in the light of such observations (among others) that the letters should be considered.

* Do these letters convey the impression that the Headteacher has control over the situation?
* Do they convey the impression that the Headteacher has reached a mutual accommodation with his staff to minimise the disruption to the school?
* What are the likely consequences of sending these letters to parents on staff relations in the school?
* Do the letters provide sufficient information to enable parents to make alternative arrangements?

Liaising With Parents

* What actions might parents consider in relation to the school:

  For example - pressure on elected members and LEA officers, pressure on Head-teacher, school office and key staff;

  special meeting of Board of Governors;

  letters to MPs.?

* Do these letters reinforce parental commitment to the school?

8. Lobbying of Parents By Staff

"Members of my staff went round all the houses with pamphlets early in the dispute explaining the reasons for the strike. Generally speaking the parents' reaction was cordial and supportive, although it seems that some parents did express concern about the impact the strike might have on their children. However, there was a much stronger reaction from one group. A feeling was expressed that the teachers were having a holiday and they united against the striking teachers. They were determined to break the strike, when the teachers marched they counter-marched; they volunteered to supervise the classes of the striking teachers; they protested; they held their own public meetings and some of these became very heated affairs.

Some days later I took a phone call from an extremely angry parent who demanded to know why I had allowed striking teachers to use the school facilities and the school headed notepaper to produce their propaganda which was put through his door. I had no knowledge (or evidence) whether school facilities had been used in support of the strike."

Lobbying of Parents By Staff

ISSUES FOR CONSIDERATION

It is unlikely that staff engaged in a dispute will seek the views of the Headteacher as to the propriety or wisdom of visiting parents in their homes to enlist their support for the teachers' action. This tactic will usually follow from a policy decision of the local Association. Nevertheless, some parents will not appreciate the origins of the decision to visit them, and will continue to hold the Headteacher responsible for the actions of members of staff.

What advice would you give to the Headteacher?

Should he:

* ask the parent to produce the documents?
* confirm that permission had not been given to use the school's facilities?
* determine what action the parent is suggesting he take?
* contact the local Association and advise them of the complaint and implications for the school?
* other?

9. The Deputy Head on the Picket Line

'My 1st deputy head announced his intention to take strike action, and subsequently joined the picket line and distributed leaflets to parents' houses to explain the union's position."

The Deputy Head on the Picket Line

ISSUES FOR CONSIDERATION

In circumstances of an impending strike of teaching staff the Headteacher will invariably consult with senior colleagues and seek their assistance in drawing up contingency plans. It should not be automatically assumed, however, that senior members of staff will not participate in collective action. The Headteacher will, therefore, wish to clarify the intentions of senior colleagues at an early stage.

What advice would you give to the Headteacher?

Should he:

* seek to ascertain from the deputy head the reasons for his decision?
* exclude the deputy head from planning meetings?
* seek assurances from the deputy head that mutual confidences will continue to be observed?
* endeavour to ensure that the position of the deputy is preserved in the eyes of pupils, parents, Governors, and other school staff?
* retain close communication links with the deputy head during the dispute?
* ignore the deputy head during the dispute?
* other?

10. The Strike & the Saga of the Deputy Head

"My second deputy is a teacher of long standing in the school. It would be fair to say that it is easy, because of her personality, for many staff not to have contact with her. Although a union member she holds forthright and controversial views about union policies and activities and at the branch meeting held out and voted against the strike.

She said she didn't believe in striking, in breaking her professional commitment and duty to the school and the children. Additionally, she had just taken on extra administrative responsibilities; she was also acting head of Science whilst the head of Science was on secondment and could ill afford the 'time off'! Her professional responsibilities were going to come first.

As she came through the picket line in the mornings the relationship between her and the pickets became more bitter, vituperative and hostile.

Subsequently the Strike Committee reported to the union about her refusal to take strike action. There was an official investigation culminating in a personal appearance before the Executive Committee at union headquarters. The senior union officer, who was the chief prosecutor, was successful in pressing his charges and the deputy head was subsequently expelled from the union. The chief prosecutor was a Scale 1 teacher in this school.

cont./...

The Strike & the Saga of the Deputy Head

"Two weeks after the return to school the deputy head took assembly. (These are repeated to each year of the school on successive days.) I received an official complaint from the union representative that the content of the assembly was overtly political. A letter was sent by the union branch to the deputy head setting out the complaint which had been presented to me."

"I discussed the complaint with the deputy head and she invited me to the subsequent day's assembly. From what I observed the complaint could not be upheld."

cont./...

The Strike & The Saga of the Deputy Head

On returning to the school when the strike was over, members of the striking union promptly sent the deputy head to Coventry. I checked with HQ and this was not official union policy.

The Scale 1 teacher (who was the chief prosecutor) is a member of the Science department where the deputy head was acting as head. As a Scale 1 teacher he is still young and inexperienced but has enormous energy, drive and imagination."

The Strike & the Saga of the Deputy Head

ISSUES FOR CONSIDERATION

In view of the known stance of the deputy head it may have been predicted that her decision not to participate in the strike would create difficulties both during and after the cessation of collective action.

In the circumstances, what advice would you have given to the Headteacher?

Should he:

* have advised the deputy head that her early resignation from the union would be a sensible course of action for her to take in view of her anti-strike views and to avoid exacerbating an already fraught situation?
* have approached the staff representative in an attempt to diffuse the tensions between the strikers and the deputy head?
* have made arrangements for either the deputy head or Scale 1 teacher to be temporarily seconded when the school returned to normal working?
* other?

11. The Deputy Head and the Examination Guides

"My first deputy head, not a member of the striking union, went out an acquired a lot of those examination guides, crammers and pamphlets and then brought them into the school for the pupils to use or buy during the strike. As his union had agreed not to cover for the striking teachers he was very careful not to be seen to be taking these classes. He was not teaching or supervising them. He was merely making the guides available. However, a few days later the Secretary of the Strike Committee, who was on the staff, asked me to clarify the position and I gave an appropriate response which seemed to satisfy her.

Later on in the strike the deputy head attended a parents' meeting held in a local church hall. The meeting grew heated and one of the parents asked if they might come in and supervise classes since teachers seemed unwilling to earn their wages. The deputy head, perhaps unwisely, retorted that anything would be better than what exists now.

The following morning the story passed round the picket lines was that he had said anyone could do the job better than these teachers. The Strike Committee subsequently wrote to the local executive of his union and asked them to discipline him. As a result the deputy head has been asked to write to his local executive committee 'setting out the facts'. He came to me for advice...."

The Deputy Head and the Examination Guides

ISSUES FOR CONSIDERATION

This case illustrates what can so easily occur when the action of a senior member of staff is perceived to be aimed at undermining colleagues engaged in collective action. In such circumstances an injudicious remark in an open forum is likely to alienate colleagues and it may be predicted that deeds and words will be misconstrued and as a result it may be extremely difficult to restore a sense of mutual accommodation and trust.

What advice would you give to the Headteacher?

Should he:

* contact the local Secretary of the Association concerned with a view to resolving the issue amicably?
* seek advice from the LEA and suggest it might be in the best interests of all concerned if the deputy head was provided with an opportunity to undertake a staff development assignment which took him out of the school?
* advise the deputy head to 'set out the facts' for the benefit of his local executive and seek assurances that he will receive their support?
* remove the deputy head from the 'firing line' by giving him a task which requires all his time and energies (say) draft plans for the future direction of the school?
* other?

12. The Use of School Facilities During a Strike

"I was approached by a picket who asked if he could have access to the photocopier for the preparation of lessons outside school. I agreed on the understanding that they would let some deliveries in e.g. stationery which would not be used during the strike."

The Use of School Facilities During a Strike

ISSUES FOR CONSIDERATION

This incident highlights the kind of dilemma the Headteacher will almost certainly face in circumstances of a dispute involving teaching staff. Headteachers with an eye to current and future relationships will not wish to jeopardise the spirit of co-operation, but at the same time will acknowledge that they cannot ignore the wider implications of their decisions.

What advice would you give to the Headteacher?

Should he:

* sound out the opinions of Headteachers in the vicinity and senior colleagues within the school?
* discuss the matter informally with the local Secretary of the Association concerned?
* seek the advice of her professional Association?
* take some informal soundings of the LEA's position particularly with regard to health and safety?
* enter into a tacit arrangement with the picket and alert him or her to the ramifications of so doing?
* other?

13. The School Trip and the Suspension of Strike Action

"Three members of my staff informed me that they would suspend their strike action for a week in order to fulfil their commitments at the LEA's Outdoor Pursuits Centre (2 weeks hence) which had been arranged some six months before. The children had made a contribution to the cost of the visit and the staff assured me that they had the backing of their union."

The School Trip and the Suspension of Strike Action

ISSUES FOR CONSIDERATION

This incident underlies the need to include school trips which have been previously arranged, in the contingency plans which the Headteacher and senior colleagues draw up before the outset of collective action. Uncertainty as to whether a trip will go ahead as arranged may play havoc with parents' arrangements and undermine pupil morale.

What advice would you give to the Headteacher?

Should she:

* thank the staff concerned for their offer but tell them that she does not have the formal power to sanction the proposal and will pursue the matter with the appropriate authority?
* discuss the proposals with senior colleagues and Chairman of Governors?
* confirm with the Secretary of the local Association that the staff concerned have the backing of the union and clarify the union's stance *viz* the payment of salaries?
* check the status of the administrative arrangements for the pupils' visit e.g. has it been cancelled?
* other?

14. Saga of the Alternative Heating Arrangements

(A)

"As the stocks of oil began to dwindle, heating the school became a problem and the temperature in classrooms could not be maintained at the minimum acceptable level. There were complaints from staff and pupils.

One solution which was suggested was to ask non striking teachers if they would move into classrooms where there were independent sources of heat. The representatives of the unions who were not on strike said this would constitute a change in the timetable arrangements. They agreed with the union on strike to undertake only their own duties.

I asked the teachers if they were prepared to teach in their overcoats. Most of them refused. I then approached the LEA and they provided moveable butane gas heaters. When I asked staff to move them between classrooms they refused. I then asked three members of staff approaching retirement to move these heaters."

cont./...

Saga of the Alternative Heating Arrangements

(B)

The Strike Committee subsequently heard about the heaters provided by the LEA and they contacted the Health and Safety Inspectorate asking them to rule that this source of heating was unacceptable in classrooms, and moving the heaters constituted a hazard. The Health and Safety Inspector upheld the complaint.

Saga of the Alternative Heating Arrangements

ISSUES FOR CONSIDERATION

The assumption should be made here that oil deliveries were not possible because the school was being picketed and supply tankers were unable to gain access to the school. This is not uncommon where strike action is in progress and should be anticipated when contingency plans are drawn up.

What advice would you give to the Headteacher?

Should he:

* obtain written confirmation from the LEA that the gas heaters do not transgress the Health and Safety regulations?
* move the pupils and staff rather than the heaters?
* seek to persuade the local Strike Committee to co-operate?
* send the pupils home?
* ask the LEA for suggestions?
* seek to persuade the caretaking staff to move the heaters if it is absolutely necessary?
* other?

15. The Intervention of the Press

"The national Press interviewed pickets, and we found ourselves at the centre of much attention. Facts were invented, confidential papers and reports were leaked and used as ammunition. As a consequence we had to deal with anxious parents who insisted on phoning the school. Seeking to reassure parents was both time consuming and emotionally taxing."

The Intervention of the Press

ISSUES FOR CONSIDERATION

It may be anticipated that the Press will be in close attendance where a school is subject to collective action and the possibility of such intervention should be included in contingency plans.

What advice would you give to the Headteacher?

Should she have:

* clarified with the LEA about the arrangements for dealing with the Press?
* sought to reach prior agreement with the school based representatives about how to respond to the Press?
* contacted the secretary of the local Association to ascertain the union's code of conduct for those on picket duty?
* other?

16. The Picket Who Returned From Maternity Leave

"A member of my staff returned from maternity leave and immediately joined the picket line. Her replacement, who had been covering for her, belonged to a union that was not on strike. In the circumstances I had not given a thought to the impending return of the teacher on maternity leave and was staggered at her suggestion that I should inform the LEA that the supply cover should be withdrawn."

The Picket Who Returned From Maternity Leave

ISSUES FOR CONSIDERATION

This case is illustrative of the sorts of attitudes that surface during a dispute and which pose a constant challenge to the Headteacher, especially when the people concerned act in a way quite contrary to their previous behaviour.

What advice would you give to the Headteacher?

Should he:

* report the incident in detail to the LEA or simply confirm the member of staff has 'returned'?
* risk the displeasure of the union and staff on strike and suggest the LEA keep the supply teacher on at the school?
* seek the views of the supply teacher concerned?
* advise the LEA to withdraw the supply teacher on the grounds that his/her retention will make matters worse?
* other?

17. The Picket Who Lay Down in Front Of A Lorry

"I reported one picket (a member of my staff) to his union branch because he lay down in front of the delivery lorry on school premises, and told another driver that there was no one in the school to receive a delivery, when in fact there was."

The Picket Who Lay Down In Front Of A Lorry

ISSUES FOR CONSIDERATION

However reprehensible the picket's behaviour it should be recognised that engaging in collective action will affect individuals in many different ways. Some people experience a feeling of liberation - an opportunity to challenge authority; others will become increasingly frustrated and desperate because the 'justice' of their case is not self-evident to the employers and wider community; the over-whelming majority will observe the code of conduct insofar as circumstances allow.

What advice would you give to the Headteacher?

Should she:

* seek the support of the LEA?
* have a quiet word with the individual concerned and suggest he could be jeo-pardising his future career?
* invite the pickets to discuss the issue over a cup of tea and seek to bring wiser counsel to bear?
* report the individual to the LEA and the police?
* confirm with the suppliers the time when deliveries will be made to the school and be on hand when a delivery is made?
* other?

18. The Parked Car

"On the morning that the oil tanker was due to arrive I discovered that a member of staff (who was supposed to be working normally) had parked his car on the street in front of the school gates to prevent an oil delivery taking place."

The Parked Car

ISSUES FOR CONSIDERATION

This incident highlights the need for the Headteacher to determine the views of staff who are not directly involved in a dispute as part of the process of contingency planning. In such circumstances the Headteacher cannot necessarily expect their unswerving loyalty and support.

What advice would you give to the Headteacher?

Should he:

* ask a deputy head to have a quiet word with the individual concerned and suggest that the matter will be forgotten if the car is moved forthwith?
* instruct the member of staff to move the car and suggest that the police may have to be notified?
* check with the LEA and tell the individual that disciplinary action may be taken against him/her?
* ask the local secretary of the individual's Association to intervene?
* other?

19. The Headteacher Turned Oilman

"The school oil supply was nearly exhausted. The normal contractors were a union firm and would not deliver. I was made aware of the fact that the LEA were prepared to pay for alternative oil supplies that were delivered to the school while the strike was on. But all entrances were picketed. The opening and closing of the valves to the tank were part of the caretaker's duties, or, of any other properly designated person. Relations between the caretaker and the pickets were very poor, particularly since teachers had disregarded the caretakers' picket at the time of the caretakers' strike. I arranged with the suppliers for the fuel to be delivered late at night. A public road passed sufficiently close to the oil tank for a hose pipe from a tanker to reach it. I simply climbed over the fence and carried the hose to the tank and 'topped up'."

The Headteacher Turned Oilman

ISSUES FOR CONSIDERATION

The Headteacher was obviously aware that his action was not going to create a furore among caretaking staff and it could be argued that he completed his mission successfully. But the Headteacher took considerable risks and these are ignored at peril to himself.

What advice would you give to the Headteacher?

Should he consider:

* the legality of climbing over the school perimeter fence?
* his personal position in the event that he suffered a serious injury whilst taking the oil delivery?
* the possibility of the LEA learning of his actions and what their response might be e.g. invoking the disciplinary procedure against the Headteacher?
* the impact of his action on current and future staff relationships in the school?
* his personal standing with his own Association e.g. would they support him in a disciplinary action?
* other?

Part Five

CODE OF STAFF CONDUCT

1. The Recalcitrant Teacher and The 'O' Level Physics Class

As part of a campaign of collective action in respect of a pay claim, the headquarters of one of the teachers' professional associations issued a recommendation that its members work to contract and withdraw their co-operation from all duties except those concerned with teaching and other professional activities. The campaign had been sustained for four weeks when this occurred.

"The deputy head came into my office and told ne that Mr A. had refused to take the 'O' Level Physics class. The class was normally taken by his departmental head who was absent from school because of a motor accident the previous week. I asked the reason for this unusual behaviour and was told that Mr A. had said that he had been instructed to refuse to cover by his union's branch committee and 'was only obeying instructions'. I told my Deputy to send Mr A. to my office and asked her to take the class for the moment as there was no other teacher immediately at hand and afternoon classes were due to commence.

This was Mr A.'s fifth term in the school. He was considered to be a good teacher by the deputy head and had achieved considerable success with the 'A' Level Physics and Chemistry classes last year.

When Mr A. entered the office I asked him to sit down, enquired as to how he was getting on in the school and was generally very cordial. After a few moments I told him that the deputy head had said that he had refused to take

cont./...

(2)

The Recalcitrant Teacher etc

the 'O' Level class and asked if that was the case and, if it was, why.

He repeated what he had said to the deputy head, that he had received an instruction from the union branch not to cover for staff absence and besides he had to finish marking the mock 'O' Level papers in the departmental head's absence and prepare the results for the Academic Board meeting next morning. I explained that all the staff were concerned about their pay and conditions and that unions had a right to negotiate on behalf of their members but that no teacher in the school had so far refused to cover for absent staff. I had already explained my policy to staff and assiduously checked cover arrangements so as to make sure that all staff were treated fairly and equally and to ensure that individual members of staff were not given more than their fair share of cover duties. I also said that I realised the importance of having the figures ready for the departmental meeting the following morning and that this time the deputy head would cover.

Later that afternoon, in the staffroom, I took the school trade union representative to one side and casually inquired about the union's policy on collective action. She was taken aback and explained the union's policy. She said there was to be a branch meeting the following Friday week to discuss whether they should take collective action, following the recommendation by the NEC. She explained that the staff were very reluctant to take such action and that she would be arguing against it.

Two days later when I was having an interview with the wife of one of the Governors about her son who was at the school, the deputy head called on the internal phone. She told me that Mr A. had again refused to take the 'O' Level class in

cont./...

the departmental head's absence and he, with one of the probationary teachers who also had a free period, were going to the courts to play tennis. I looked through the window, saw the two teachers and politely excused myself for a few minutes - to talk to a member of staff.

I was angry but held my temper and gestured to the two to come over to where I was so as to be out of view of my office window. When the teachers came over I asked Mr A. why he was out playing tennis when he should be taking the 'O' Level class? Why should he be the odd one out? I told him that I knew that the union branch had not yet instructed union members to take collective action and that, if he was going to continue in this fashion, to get off the school premises. Mr A. said, 'If that's the way you want it, OK', and then walked out of the school.

Mr A. did not return. On the following Monday I phoned the Education Officer and told him that Mr A. resigned following an argument in the playground and asked when it would be possible to get a new Physics teacher. I explained that the only other senior Physics teacher was absent sick and would probably be away for the rest of the term and that it was vital for the 'O' and 'A' Level classes, whose exams were due early next term.

Two months later the CEO informed me that Mr A. had submitted a claim to an Industrial Tribunal for unfair dismissal."

The Recalcitrant Teacher and The 'O' Level Physics Class

ISSUES FOR CONSIDERATION

The teacher in this case subsequently submitted an unfair dismissal claim to an Industrial Tribunal. The LEA settled for substantial damages rather than attempt to defend the case in the relatively open forum of an Industrial Tribunal. This was chiefly because the Head-teacher took inappropriate action which left the Authority exposed.

What advice would have given to the Headteacher?

Should he have:

* checked the position with the LEA before ordering the teacher off the premises?
* contacted the local secretary of the appropriate union to seek to resolve the issue amicably?
* ensured that the teacher received written confirmation of his ban from the school premises and the reasons for the decision - copy to the LEA?
* recorded in the presence of witnesses the instructions he had given to the teacher and the latter's response?
* other?

2. The Unpopular Member of Staff

"Mr K. was appointed by my predecessor. He was a late entrant to the profession having come from industry in search of job security. The previous Headteacher had experienced considerable difficulty with him. Mr K. was not popular among the staff, especially in the department where he taught.

Prior to my appointment an acting Headteacher was appointed to the school on the retirement of the Headteacher. This man, an experienced Headteacher, recorded that this was the most difficult teacher to deal with he had ever come across and restricted Mr K.'s timetable to the Lower School with a limited amount of Sixth Form work because the relationship with 4th and 5th Year pupils was a major problem. He also wrote to the LEA to do something about Mr K. before I was appointed.

When I came here I endeavoured to keep an open mind but found that Mr K. was a very disruptive influence on the life of the school. He was one of the most objectionable characters I have ever met. He insisted on interjecting at every meeting and refused to attend a number of parents' meetings. His excessive use of order marks against children made the disciplinary system unworkable. He also constantly interrupted his colleagues while they were teaching to raise trivial questions and as a result the atmosphere in the staffroom was strained. Parents were complaining. The children were either frightened of, or made a butt of him.

Mr K. had been the school representative for one of the associations until the staff refused to have him. I had informal counselling sessions with him but his behaviour did not change - he refused to recognise the problem.

cont./...

The Unpopular Member of Staff

(2)

Mr K. subsequently made a request that his union representative should be present at any further meetings. I agreed but stipulated that the representative could not take part in the discussions. At a later stage the representative became a complainant against Mr K. and would not represent him any more.

In view of Mr K.'s behaviour I insisted the Deputy CEO visit the school and Mr K. was advised in my presence that his performance needed to improve or there was a risk of disciplinary action. Mr K. refused to discuss the matter. The interview was not confirmed in writing. This issue had been going on for three years and I felt this was far too long and in confirmation with the LEA a decision was taken to formally record Mr K.'s misdemeanours.

It was subsequently agreed in consultation with officers at County Hall that a formal warning should be given to Mr K. The reason was as much his abrasive relationship with colleagues as his competence as a teacher. Unfortunately, the written notification of the warning was never sent.

Colleagues eventually took matters into their own hands and 25 members of staff, including the secretary, wrote to the LEA for something to be done. The LEA were very impressed by the letter. I did not sign the letter but had every sympathy with the complainants.

The LEA's position was that all the individual instances which had been the subject of complaint about the teacher were either relatively trivial or could be interpreted as a personality clash between him and one or two senior staff. However, even though he had not been given a final written warning the LEA decided to suspend him forthwith. The suspension was endorsed by the Governors and the Disciplinary Committee of the LEA subsequently recommended dismissal.

The Unpopular Member of Staff

(3)

Mr K. subsequently obtained the backing of his union and submitted a claim for unfair dismissal to an Industrial Tribunal.

The Unpopular Member of Staff

ISSUES FOR CONSIDERATION

The Industrial Tribunal found the dismissal unfair on the grounds that a formal final warning had not been issued to Mr K. and it could not, therefore, be known whether or not this would have had the effect of improving his behaviour.

The Headteacher and other colleagues present at the Tribunal found the experience extremely stressful and remain convinced that Mr K. is unsuited for the profession.

This incident demonstrates what can happen when the LEA, and in this case, a number of Headteachers, fail to take the appropriate action when faced with repeated challenges to the code of staff conduct.

What advice would you have given to the Headteacher(s)?

Should he have:

* sought advice from his professional Association?
* kept records of the counselling sessions and subsequent formal meetings?
* enlisted the support of the Chairman of Governors especially in bringing pressure to bear on the LEA?
* other?

3. The Head of Department Who Took Time Off

"The Head of Maths 'exploded' one morning in the staffroom and in front of everyone told the deputy head that most of the school's problems were her fault. The deputy head, as a matter of course, informed me and although very upset by the remarks asked me not to raise it as an issue and I therefore took no action.

The next Friday, towards the end of the school day, following a parental enquiry, I went to see the Head of Maths and found he was not there. In his absence the Maths class was being supervised by a probationary teacher from the French department. I was concerned because my policy is that probationary teachers should only cover for staff in exceptional circumstances. Moreover, I had not been informed as a matter of routine.

I found that no set work had been left for the class and that this had been going on for several weeks. The Head of Maths had been leaving the school premises without my consent before the last period apparently to fetch his son from the local hospital where he had been receiving physiotherapy treatment. He had not raised the matter with me and had not been given permission to do this. He knew his action was contrary to my expressed wishes and he had taken it upon himself to nominate the probationary teacher to take his class. This is the deputy head's job.

The next morning I invited the Head of Maths to my room and asked him to explain his behaviour. The Head of Maths said he had been given permission by the deputy head to leave the school premises early on a Friday afternoon, providing he

cont./...

could get somebody to supervise his class on a voluntary basis and it did not interfere with the rota. In his presence I asked the deputy head if this was true and she said she could not recall having agreed to such an arrangement.

At the end of the interview I informed the Head of Maths that he would be given a verbal warning for knowingly breaking the code of staff conduct. He became angry and said he had been let down by the deputy head. I concluded the interview and said I would discuss the matter with the deputy head to try and arrange temporary cover on Friday afternoon so that he could go and fetch his child from the hospital."

Letter sent to the Head of Department

Dear Mr A.

This is to inform you that at our meeting yesterday in the presence of the deputy head you were given a verbal warning for absenting yourself for the last period on Friday during the last five weeks. Any recurrence of this or other offence and I will reluctantly have to recommend your dismissal to the Board of Governors. In order to help you through your difficult period the deputy head has asked Mr B. to take your last class on a Friday afternoon on condition that you discuss the lesson with him beforehand.

Headteacher

The Head of Department Who Took Time Off

ISSUES FOR CONSIDERATION

In the absence of intimate knowledge of the staff concerned it is possible only to speculate about their personal relationships. Nevertheless, the Headteacher's apparent unquestioning acceptance of the deputy head's role in this affair and the concomitant slur on the head of department's integrity, without any corroborative evidence, does not rest easily on notions of natural justice and equity. In short, a question mark remains as to whether the Headteacher's action was reasonable in the circumstances.

What advice would you give to the Headteacher?

Should she:

* have given the head of department a 'ticking off'?
* ascertain to what extent the deputy head was monitoring the progress of probationers?
* ask the deputy head whether she was aware that a probationer had covered for the head of department, which was a breach of policy?
* discipline the deputy head for failing to report the head of department's absences?
* specify times and dates in the letter sent to the head of department?
* other?

4. The Incompetent Teacher Who Could Not Recognise The Problem

"The teacher's problem was identified before he came here. He was notorious for his incompetence: his inability to get a class in a fit state to teach. Such notorious people become legends - even in the primary school - through siblings. I resisted, unsuccessfully, attempts to take him. However, very soon there was uproar in the classroom, the state in which his room was left was atrocious. This sort of thing had gone on for years in the previous school. The man was unable to change because he would not recognise the problem. There were also many complaints from parents. The problem - the Catch 22 - with the Employment Protection Act, is that you have to keep a dossier and give advice and support. To have proper back up you have to do it from the start - start a log, have meetings with the union representative, provide copies of documentation, etc. The head of department was asked to give guidance and monitor the situation. The examination of exercise books was done first by the head of department, then by the Director of Studies.

It escalated from there, and the interviews became more formal. It is really a charade to go through to meet the legal requirements. The dye was cast early on. He was just in the wrong job. The Governors recommended termination, and the LEA dismissed him. He appealed to the Industrial Tribunal."

The Incompetent Teacher
Who Could Not Recognise The Problem

ISSUES FOR CONSIDERATION

In this instance the Industrial Tribunal found the dismissal of the teacher had been fair but the Headteacher involved conceded that he had an uncomfortable time in endeavouring to respond to questions about the criteria used for assessing the teacher's competence.

What advice would you give to the Headteacher?

Should he:

* resist the temptation to simply compare the teacher's performance with colleagues in the school?
* develop criteria for assessing performance which are more or less objective and applicable to all staff?
* agree the criteria with the LEA and local professional associations?
* publish the criteria and endeavour to ensure that staff understand and accept them?
* other?

5. Two Members of Staff and the Attractions of the Staffroom

"I have two teachers here who have a history of incompetence. The LEA will not do anything about it. They are afraid it will disrupt relations with the teachers' associations. Hence it is management through the unions. One was compulsorily redeployed to the school although it was not his first choice. The other was thrown out of three schools and placed here because there was nowhere else to put him. Today the two of them went on strike in the staffroom. They refused to take classes after the morning break because, they said, they objected to the manner of the head of department. She instructed them to go to the classroom. They refused, so she reported them to the deputy head. When he instructed them they still refused. He told me and I went to the staffroom and told them to go to the classes and they went. I am not sure what I would have done if they had refused to obey my instruction, but I would have probably suspended them."

Two Members of Staff and the Attractions of the Staffroom

ISSUES FOR CONSIDERATION

This case illustrates what can so easily arise when the Headteacher is 'persuaded' against his/her better judgement to receive staff with an unenviable past record. Whilst the Headteacher refers to their incompetence the issue presented is in fact a matter of misconduct.

What advice would you give to the Headteacher?

Should she:

* discuss the issue with senior colleagues?
* invite the head of department concerned to give her views about what has occurred?
* ask the teachers concerned to account for their behaviour?
* alert the LEA to what has occurred and press for formal disciplinary action to be taken?
* document all of the proceedings - meetings, etc?
* other?

6. The 'Absent Minded' Teacher

"I have a teacher here who is 24 years old and this is his first teaching post. He is a good classroom teacher and has lots of charisma with the children. Unfortunately, he seems to have gone off the rails over the past year and is causing me concern.

It began when some of his colleagues let the deputy head know that he had gone to Paris to attend a football match. When he returned he told the deputy head he had been ill. I raised the matter with him and made it clear that I knew where he had been and expressed my disappointment. He turned nasty and became aggressive. In view of his his attitude I reported the incident and it was picked up by the AEO and the matter was formally logged.

The second incident involving this teacher was when the deputy head discovered some irregularities in the teacher's account for the school visits fund, which could have placed me in an awkward position. I believed it was due to bad administration although I told the teacher that it could be seen as embezzlement.

Sometime after this incident it was brought to my attention that he had not returned a video recorder to the Resources Centre and had also failed to return some slides belonging to another school. I asked him about the recorder and he insisted he had returned it to the Resources Centre. He apologised for having failed to return the slides and assured me he would send them back immediately.

The recorder was subsequently discovered in his room by a colleague who was covering for his absence.

cont./...

The Absent Minded Teacher

(2)

At the moment it is a 'noted concern'. I do not think he cares or knows the truth. It is tragic because he is a good teacher. He is more than willing to go on school trips but they would never be arranged if it was not for the secretaries. I appointed him but cannot recommend him for another post. I shall be glad to get rid of him for non-teaching reasons."

The 'Absent Minded' Teacher

ISSUES FOR CONSIDERATION

From a distance the teacher's head of department and indeed other senior members of staff, including the Headteacher, can be accused of negligence for failing to effectively supervise the individual concerned. If the teacher was administratively incompetent rather than dishonest, the Headteacher could be very exposed if the LEA became involved.

What advice would you give to the Headteacher?

Should he:

* demand an explanation from the teacher about the missing recorder found in his room?
* advise the teacher in writing that his apparent administrative incompetence could lead to disciplinary action being taken against him?
* instruct the appropriate head of department to monitor and develop the administrative competence of the teacher?
* brief the deputy head to report any lapses in the teacher's behaviour?
* other?

7. The Fighting Midday Assistants

"The caretaker marched two flushed and very dishevelled midday assistants into my room and demanded that I 'sort them out'. They had been fighting in the school dining room in the presence of pupils and catering staff. I had considerable difficulty in establishing the cause of their behaviour because they kept hurling abuse at each other.

I eventually calmed them down and one of the ladies told me that she was upset - because she was always given the tasks the other one did not want to undertake. It also transpired that one of the ladies has a son attending the school.

I issued a formal reprimand to both ladies and sent them home."

The Fighting Midday Assistants

ISSUES FOR CONSIDERATION

A crucial factor in this case is the position of the Headteacher in relation to the disciplinary procedures applying to non teaching staff. To take precipitate action against non teaching staff as a consequence of incompetence or misconduct, might undermine the formal disciplinary procedures especially where the Headteacher is not recognised in the various stages of the procedure.

What advice would you give to the Headteacher?

Should he:

* refrain from issuing a formal reprimand subject to checking his status in the disciplinary procedures applying to non teaching staff?
* ask the two ladies to wait outside until he has discussed the matter with the caretaker?
* interview the ladies separately?
* advise the school catering supervisor to send both ladies home?
* check on the operation of the appropriate grievance procedure?
* seek the advice of the LEA and if appropriate recommend that disciplinary action be taken against the ladies?
* other?

Employment relations in schools is a subject of continuing national concern and debate. Yet staff management has not been a significant feature of training programmes for headteachers. This neglect has been partly due to a shortage of suitable texts and training materials. Here, based on over four years' research into the realities of school life, is a practical handbook and companion volume of training materials, for heads and senior staff, on day-to-day staff management.

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259